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School-Business Officials, and School Architects



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INDEX TO TITLES AND AUTHORS

Volume 121—July to December, 1950

Abbreviations: (Ed.) Editorial; (N) News Items

	Month	Page		Month	Page
Action by the President, (Ed.)	December	50	Cooke, W. R.—The Superintendent—Executive Officer of the Board	November	19
Aden, Carlin—Clover Park Has a Blood Bank	August	28	Cooper, Gregory—I Like My Work With School People	August	18
Administrative Reorganization at Elizabeth, N. J.	July	45	Co-operative Buying for Rural Schools, L. E. Parmenter	September	31
Advantages of Salary Scheduling in Smaller Communities, The, Donald W. Dunn	October	38	Corey, Paul—It's Like Sun Heat	September	50
Allphin, Willard—Cost of Fluorescent vs. Incandescent Lighting	August	42	Cornell, Francis G.—The Change in School Financial Support	November	40
Allphin, Willard—Schoolroom Lighting Levels	September	32	Cost of Fluorescent vs. Incandescent Lighting, Willard Allphin	August	42
All This and Sweeping Too, Julius Barbour	November	32	Creasy, James L.—Musselman High School, Berkeley County, West Virginia	August	33
Ancient Problem, An, (Ed.)	October	50	Crystal Falls Athletic Policy, (N)	September	72
Architect Looks at the Centralia Buildings, William Arild Johnson	December	34	Day, Bess—A Career Day as Public Relations	September	20
Are You a Good Superintendent of Public Schools?, Sidney M. Bliss	August	21	Deerfield Primary School, Deerfield, Illinois	November	43
Art an Indispensable School Subject, Margaret Brine	August	16	Delaney, John F.—A Streamlined Metropolitan School Administration	October	19
Association of School Business Officials Meets in Chicago	November	37	Delaney, John F.—That Vacant High School Seat	November	22
Associations of School Boards Have Important Role in Mobilization of Education for National Emergency, Edward M. Tuttle	November	53	Democracy Begins at Home, Chester C. Diettert	August	15
Audio-Visual Aids Institute Held by Mansfield, Ohio, Teachers	August	24	Democracy Is Dawning for the Classroom Teachers, James F. Dunne	October	30
Audio-Visual Director, The, William G. Carr	July	41	Diettert, Chester C.—Democracy Begins at Home	August	15
Avoiding Extracurricular Chaos, C. Howard Smith	September	26	Dintelman, C. J.—For an Enriched Curriculum	October	36
Back to Correct Fundamentals, (Ed.)	December	50	Disposal of Old Buildings, (Ed.)	September	53
Baker, C. T.—What Price School Boiler Safety?	December	49	Does the President Pass the Gavel?, Joseph G. Villapiano	July	19
Banks, L. Frazer—Football Dances	October	59	Dooley, John—A Lawyer Glances at Schools	November	42
Barbour, Julius—All This and Sweeping Too	November	32	Downey Develops Criteria for Superior Teachers	October	74
Barbour, Julius—Come and See What Fell Off the Christmas Tree	December	26	Dunn, Donald W.—The Advantages of Salary Scheduling in Smaller Communities	October	38
Barbour, Julius—"I Remember Jeff"	August	23	Dunne, James F.—Democracy Is Dawning for the Classroom Teachers	October	30
Barbour, Julius—May I Wash the Boards?	October	27	Easton Salary Schedule, (N)	November	87
Barnhart, W. S.—Summertime Was a Busy Time in Indianapolis Schools	September	33	Eaton, R. B.—Putting a Central Warehouse Into Operation (Planning Facilities)	October	33
Becker, Fred—The Certification of Teachers	August	19	Eaton, R. B.—Putting a Central Warehouse Into Operation (Establishing Procedures)	November	25
Belleville, Illinois, Lights the High School Campus	October	28	Effective Methods of Teaching Art, Margaret Brine	December	23
Better Light for School Libraries	October	62	Effective Principal, The, Leo W. Jenkins	October	17
Bliss, Sidney M.—Are You a Good Superintendent of Public Schools?	August	21	Effect of Segregation, The	August	43
Bloomsburg Business-Education Day, (N)	December	70	Elliott, Robert T.—A Working Board of Education	August	43
Board of Education and the Superintendent of Schools, The Bossier School Administration Building, Benton, Louisiana	December	54	Embassadors of Science Instruction, E. R. Harrington	December	24
Boston Pays for Student Injuries in Athletic Games, (N)	August	58	Employment and Organization of School Plant Personnel, Charles Everard Reeves	December	37
Brine, Margaret—Art an Indispensable School Subject	August	16	Encouraging Reports of School Board Associations and Their Activities, Edward M. Tuttle	October	51
Brine, Margaret—Effective Methods of Teaching Art	December	23	Establishing Parent-School Relations in Yankton, South Dakota, (N)	October	64
Broadmoor Elementary School, Hobbs, New Mexico	September	46	Experimental Classroom Building at Texas A. and M. College, College Station, Tex., (N)	September	64
Brown, Edwin J.—Let's Do It by Suggestion	October	31	Exton, Elaine—Mobilizing Education for National Security	October	23
Bryant, Bill B.—Statutory Provisions for Eliminating Hazards in Schools	July	20	Exton, Elaine—A "Post" for Truman 1950 Goals for Education	July	49
Campbell, George C.—The Forecasting Problem in School Administration	November	27	Exton, Elaine—Schools as Citadels of Democracy	November	51
Career Day as Public Relations, Bess Day	September	20	Exton, Elaine—Schools in the National Emergency	September	35
Carr, William G.—The Audio-Visual Director	July	41	Extra Compensation for Additional School Services, (N)	September	34
Centralia, Washington, Completes Two Elementary Schools	December	32	Ezell, L. B.—The Certification of Teachers	August	19
Central Schools in New York State, Howard A. Shiebler	October	25	Ezell, L. B.—Statutory Provisions for Eliminating Hazards in School Buildings	July	20
Certification of Teachers, The, Fred Becker and L. B. Ezell	August	19	Federal Board of Education, A?, (Ed.)	November	52
Change in School Financial Support, The, Francis G. Cornell	November	40	Flying Classroom Reports, The, Knight D. McKesson	September	86
Chattanooga Forms Citizens' Playground Advisory Committee, (N)	November	74	Football Dances, L. Frazer Banks	October	59
City Builds New Schools, A. J. D. McAulay	October	40	Football in Junior High Schools, William P. Uhler	November	32
City School Finances, (Ed.)	September	52	For an Enriched Curriculum, C. J. Dintelman	October	36
Clark, Joseph F.—School Business Is Municipal Business	November	38	Forecasting Problem in School Administration, The, George C. Campbell	November	27
Clear Understanding of Policy-Making and Administrative Relationships Promotes Effective Public Schools, Edward M. Tuttle	September	53	For Equalized Teachers' Salaries: The Muskegon Plan, Morris Teles	September	37
Clifford, J. M.—The New Social Security Act	November	23	Foster, Herbert—Pacing a School Community's Growth	December	29
Clover Park Has a Blood Bank, Carlin Aden	August	28	Geology Class Takes a Study Trip to Old Forge, New York	November	30
Come and See What Fell Off the Christmas Tree, Julius Barbour	December	26	Gillespie, F. H.—Important By-Product of Education	December	22
Commercial Education in the Peekskill High School, J. E. Scott, (N)	October	64	Gragg, William L.—The Problem of Larger Classes in Public Elementary Schools	September	23
Community Complaint a Golden Opportunity for Effective Public Relations, Edward M. Tuttle	August	45			

	Month	Page		Month	Page
Half-Century of Developments in Classroom Seating, A. Sol Levin	November	34	Mosher, Frank—How Flying Came to Clarkston High School	July	44
Hamlin Keeps the Budget in Eye	October	18	Movable Schoolroom Equipment	December	36
Harrington, E. R.—Embassadors of Science Instruction	December	24	Mulford, Herbert B.—School Boards in Transition	December	17
Hartley, Henry H.—Multiple Use of Gymnasium Balconies	November	47	Multiple Use of Gymnasium Balconies, Henry H. Hartley	November	47
Haverhill Salary Schedule (N)	September	34	Murphy, A. B.—A School Board Member's Creed	July	40
Hennepin Salary Schedule, (N)	September	61	Musselman High School, Berkeley County, West Virginia, James L. Creasy	August	33
Hiawatha Salary Schedule, (N)	September	62			
Higher Responsibility, A, (Ed.)	December	50			
High School Students Learn to Read Rapidly by Means of Movies, (N)	November	76	National Council Discusses National School Building Survey	November	64
Hobbs High School, Hobbs, N. Mex.	September	43	NEA at St. Louis, Missouri	August	38
Hoek, Floyd G.—Uniformity for Athletic Administration	September	42	New Social Security Act, The, J. M. Clifford	November	23
Holdenville Operational Plan for School Administration, (N)	November	56	New York City Teachers on Trial, (N)	October	88
How Flying Came to Clarkston High School, Frank Mosher	July	44	New York State Celebrates Twenty-fifth Anniversary of First Central School District, (N)	September	84
Hughes, Harold F.—Teaching Effectiveness of Motion Pictures and Film Strips	September	30	New York State Holds Workshop on School Plant Planning, (N)	October	70
Hynds, Harold D.—Modernization of School Buildings	November	41	Nokomis Reports Progress in a Plan for Drawing Children to Schools, (N)	November	84
			Nonprofessional School Worker, The, (Ed.)	August	44
I Like My Work With School People, Gregory Cooper	August	18	Norfolk In-Service Training Program for Teachers, (N)	November	58
Important By-Product of Education, F. H. Gillespie	December	22	Northfield Merit Salary Schedule, (N)	August	53
Improving the Property Tax, (Ed.)	September	52	North Mankato Erects Modern Junior High School	November	48
Informing School Electors on a School Bond Issue, Dwight B. Ireland	July	43			
In-Service Program in Virginia, Minnesota, The, G. A. Skustad	November	33	Oakland Salary Schedule, (N)	November	87
Intelligence as a Basis for Exemption From Military Service, Harold H. Punke	December	19	Oetting, E. R.—Who's Interviewing Whom?	December	45
International Falls Operates New Plan of Primary Grade Reorganization, (N)	August	58	Okeechobee City, Fla., Operates Summer Program, (N)	August	58
Iowa Plans Better State Aid, (N)	October	86	Over-Building Versus Under-Building, (Ed.)	November	53
Ireland, Dwight B.—Informing School Electors on a School Bond Issue	July	43	Owosso School Office Occupies Curwood Castle	October	54
Ireland, Dwight B.—A Plan of Presentation for a School Bond Issue	August	31			
"I Remember Jeff," Julius Barbour	August	23	Pacing a School Community's Growth, Herbert Foster	December	29
Is the Customer Always Right?, Dave E. Smalley	September	39	Pana Conducts Public Relations Program, (N)	November	74
It's Like Sun Heat, Paul Corey	September	50	Pana Studies Lighting in Schools, (N)	December	59
It Sounds Great! But—What Is It?, Edward G. Zepp	July	21	Parmenter, L. E.—Co-operative Buying for Rural Schools	September	31
			Peak Enrollment Reported in 1950-51, (N)	October	37
Jackson Gives Lifetime of Service, (N)	December	56	Philadelphia Chamber of Commerce Urges Changes in School Financing Plan, (N)	September	76
Jenkins, Leo W.—The Effective Principal	October	17	Physical Education and Athletics in Large Cities, Eldon I. Jenne	July	23
Jenne, Eldon I.—Physical Education and Athletics in Large Cities	July	23	Physical Fitness for National Survival, Frederick Rand Rogers	September	29
Johnson, William Arild—The Architect Looks at the Centralia Buildings	December	34	Piqua Career Day, (N)	December	56
Jurupa Junior High School, Riverside, California	September	47	Plan of Presentation for a School Bond Issue, Dwight B. Ireland	August	31
			Policies Governing Appointment and Organization of a Lay Advisory Committee	December	56
Kahler, William H.—Visibility of Chalkboards for Classrooms	December	47	Policy-Making and Firmness, (Ed.)	July	49
Kalamazoo Schools Are Publicized, (N)	October	80	Pope, Farnham G.—Which System of Transportation, District-Owned or Contract, Is More Economical?	August	25
Kearney, Nolan Charles—School Aid and Home Rule	July	15	"Post" of Truman 1950 Goals for Education, Elaine Exton	July	49
Kellogg Project for Improving School Administration, (N)	September	72	Presidential Address, Association of School Business Officials, Francis R. Scherer	November	37
Kelly, Glenn K.—Teachers' Contracts in Smaller Cities	December	44	Pritchett, Logan—Little Rock Builds Maintenance Shop and Cafeteria Warehouse	December	41
			Problem of Larger Classes in Public Elementary Schools, The, William L. Gragg	September	23
Label, Frances—Seven Plus Five Equals One	July	46	Production Work in School Shops, (Ed.)	November	52
Lawyer Glances at Schools, A. John Dooley	November	42	Punke, Harold H.—Intelligence as a Basis for Exemption From Military Service	December	19
Legislative Process Within the Democratic Framework, Harold H. Punke	August	11	Punke, Harold H.—The Legislative Process Within the Democratic Framework	August	11
Leipold, L. E.—Teacher Unrest on the Salary Front	December	27	Pupil Contribution Plan for School Systems, A, Mendel Milton Tubis	July	42
Let's Do It by Suggestion, Edwin J. Brown	October	31	Putting a Central Warehouse Into Operation, R. B. Eaton	October	33
Levin, Sol—A Half-Century of Developments in Classroom Seating	November	34	Putting a Central Warehouse Into Operation, R. B. Eaton	November	25
Little Rock Builds Maintenance Shop and Cafeteria Warehouse, Logan Pritchett	December	41			
			Qualities of a Good Teacher	August	18
Marlboro Changes Personnel Rules, (N)	September	82	Question Without Answer, John H. Moehle	September	19
May I Wash the Boards?, Julius Barbour	October	27			
McAuley, J. D.—A City Builds New Schools	October	40			
McGowan, William N.—The Measure of a Successful Teacher	July	17	Ralston, E. C.—Trade and Industrial Education for Ten Missouri High Schools	August	29
McKesson, Knight D.—The Flying Classroom	September	86	Raritan Adopts Accident Insurance Plan, (N)	November	76
Measure of a Successful Teacher, The, William N. McGowan	July	17	Reading Research Department Completes Testing Program, (N)	December	58
Michigan Accounting System, (N)	August	54	Reeves, Charles Everand—The Employment and Organization of School Plant Personnel	December	37
Microfilming Program for School Records, A, Frank O. Sloane	July	25	Rehabilitation of School Buildings, (Ed.)	July	48
Midland High School, Midland, Texas	July	33	Reller, Theodore L.—More Adequate Personnel Administration Is Imperative	August	13
Midland In-Service Education Program, (N)	November	74	Remodeled Union School, East Haven, Conn.	October	44
Miller, T. F.—The Secretary Looks at the Record	August	42	Richmond Program for New Teachers, (N)	September	82
Mobilizing Education for National Security, Elaine Exton	October	23	Rogers, Frederick Rand—Physical Fitness for National Survival	September	29
Modernization of School Buildings, Harold D. Hynds	November	41	Romine, Stephen—Teacher Supply, Tenure Legislation, and Dismissal Action	September	27
Moehle, John H.—Question Without Answer	September	19			
Monmouth Adopts Insurance Plan or Injured Pupils, (N)	October	92			
Moore Leaves Kansas City, (N)	September	99			
More Adequate Personnel Administration Is Imperative, Theodore L. Reller	August	13			

	Month	Page		Month	Page
San Francisco Adopts Defense Measures, (N)	November	62	Trade and Industrial Education for Ten Missouri High		
School Aid and Home Rule, Nolan Charles Kearney	July	15	Schools, E. C. Ralston and H. M. Terry	August	29
School Board Associations Need to Plan Now for the Year			Training School Maintenance Men and Custodians in Vir-		
Ahead, Edward M. Tuttle	July	52	ginia, B. H. Van Oot	September	24
School Board Member's Creed, A. A. B. Murphy	July	40	Troublesome Job, A, (Ed.)	July	48
School Board in Transition	December	17	Tubis, Mendel Milton—A Pupil Contribution Plan for		
School Building Standards, (Ed.)	August	43	School Systems	July	42
School Business Is Municipal Business, Joseph F. Clark	November	38	Tulare County's Auditory Training Program, Louise Brier		
Schoolhousing Situation in the United States, The, (N)	August	71	Tantau	August	27
Schoolroom Lighting Levels, Willard Allphin	September	32	Tuttle, Edward M.—Associations of School Boards Have		
School Purchasing Policies, (Ed.)	October	50	Important Role in Mobilization of Education for Na-		
School Tax Situation, (Ed.)	October	51	tional Emergency	November	53
Schools as Citadels of Democracy, The, Elaine Exton	November	51	Tuttle, Edward M.—Clear Understanding of Policy-Mak-		
Schools in the National Emergency, The, Elaine Exton	September	35	ing and Administrative Relationships Promotes Effective		
Secretary Looks at the Record, The, T. F. Miller	August	42	Public Schools	September	53
Self-Survey for Developing a School Building Program, A,			Tuttle, Edward M.—Community Complaint a Golden Op-		
M. R. Sumption	July	39	portunity for Effective Public Relations	August	45
Serious Interference, (Ed.)	December	51	Tuttle, Edward M.—Encouraging Reports of School Board		
Serious Teacher Shortage, The, (Ed.)	November	52	Associations and Their Activities	October	51
Seven Plus Five Equals One, Frances Label	July	46	Tuttle, Edward M.—School Board Associations Need to		
Sheboygan Falls Conducts Optometric Testing Program, (N)	November	74	Plan Now for the Year Ahead	July	52
Shiebler, Howard A.—Central Schools in New York State	October	25	Tuttle, Edward M.—Steady Gains Mark School Board		
Skustad, G. A.—The In-Service Training Program at			Association Movement, State and National	December	51
Virginia, Minnesota	November	33	Twin Falls, Idaho, Denies Unfairness, (N)	November	58
Sloane, Frank O.—A Microfilming Program for School					
Records	July	25	Uhler, William P., Jr.—Football in Junior High Schools	November	32
Smalley, Dave E.—Is the Customer Always Right?	September	39	Uniformity for Athletic Administration, Floyd G. Hoek	September	42
Smith Honored for Twenty-five Years' Service	November	54			
Smith, C. Howard—Avoiding Extracurricular Chaos	September	26	Valentine, Marian G.—What Makes Leaders Last?	October	22
Special Room That Succeeded, A, Cordell Thomas	October	35	Van Oot, B. H.—Training School Maintenance Men and		
Springfield Teaching Materials Center, Bruce E. Wheeler	October	82	Custodians in Virginia, Minn.	September	24
Staff Morale and the School Board, (Ed.)	July	48	Villapiano, Joseph G.—Does the President Pass the Gavel?	July	19
Stanley, Elmer W.—Your School Building Values and			Visibility of Chalkboards for Classrooms, William H. Kahler	December	47
Insurance	October	38			
Statutory Provisions for Eliminating Hazards in School			Wapakoneta Elementary School	July	36
Buildings, L. B. Ezell and Bill B. Bryant	July	20	War and Education, The, (Ed.)	September	52
Steady Gains Mark School Board Association Movement,			War and Schools, The, (Ed.)	October	50
State and National, Edward M. Tuttle	December	51	Waverly Conducts Public Relations Program, (N)	December	58
Steger, Leonard A.—Webster Groves Schools Advance			Webster Groves Schools Advance Health and Recreation		
Health and Recreation Program	December	38	Program, Leonard A. Steger	December	38
Steps in Planning an Elementary School Building in New			West Hartford Annual School Report in Newspaper Form,		
Canaan, Conn., I—Preliminary Program Plan	July	29	(N)	September	74
Steps in Planning an Elementary School Building in New			West Reading Grade School and Gymnasium Building,		
Canaan, Conn., II—Planning of Classrooms	August	39	West Reading, Pennsylvania	October	47
Sterling Salary Schedule, (N)	August	53	What Makes Leaders Last?, Marian G. Valentine	October	22
Steubenville Salary Schedule, (N)	September	84	What Price School Boiler Safety?, C. T. Baker	December	49
Streamlined Metropolitan School Administration, A,			Wheeler, Bruce E.—The Springfield Teaching Materials		
John F. Delaney	October	19	Center	October	82
Suffolk Citizens School Council, (N)	December	59	Which System of Transportation, District-Owned or Con-		
Suggestions for Protecting Schools Against Enemy Attack,			tract, Is More Economical?, Farnham G. Pope	August	25
(N)	November	62	Who's Interviewing Whom?, E. R. Otting	December	45
Summertime Was a Busy Time in Indianapolis Schools,			Whose School Board?, (Ed.)	August	44
W. S. Barnhart	September	33	Williams Elementary School, Edgewood, San Antonio, Texas	October	41
Sumption, M. R.—A Self-Survey for Developing a School			Working Board of Education, A, Robert T. Elliott	August	43
Building Program	July	39			
Superintendent—Executive Officer of the Board, The,			Your School Building Values and Insurance, Elmer W.		
W. R. Cooke	November	19	Stanley	October	38
Superintendent's Philosophy, A	July	47			
Superior Tests Self-Contained Classroom	November	42	Zepp, Edward G.—It Sounds Great! But—What Is It?	July	21
Surfeit of Conventions, A, (Ed.)	December	50			
Taft Athletic Track, Oklahoma City, Oklahoma	September	41			
Tantau, Louise Brier—Tulare County's Auditory Training					
Program	August	27			
Tarrytown High School Teachers Receive Extra Pay for					
Extra Work, (N)	September	61			
Teacher Supply, Tenure Legislation, and Dismissal Action,					
Stephen Romine	September	27			
Teacher Tenure and the Courts, (Ed.)	September	52			
Teachers and Social Security, (Ed.)	July	48			
Teachers' Contracts in Smaller Cities, Glenn K. Kelly	December	44			
Teacher Unrest on the Salary Front, L. E. Leipold	December	27			
Teaching Effectiveness of Motion Pictures and Film Strips,					
Harold F. Hughes	September	30			
Teles, Morris—For Equalized Teachers' Salaries: The					
Muskegon Plan	September	37			
Terry, H. M.—Trade and Industrial Education for Ten					
Missouri High Schools	August	29			
That Vacant High School Seat, John F. Delaney	November	22			
Thomas, Cordell—A Special Room That Succeeded	October	35			
Those Minor Decisions, (Ed.)	November	52			
Three Superintendencies, (Ed.)	October	50			
Topeka's Ten-Point Program for Improved School Faci-					
ties, (N)	November	70			

DEPARTMENT HEADINGS

After the Meeting—October, 95; November, 99; December, 71.
 Coming Conventions—August, 70; September, 80; October, 90; Novem-
 ber, 88; December, 64.
 New Books—November, 90.
 New Publications for School-Business Executives—July, 62; August, 61;
 September, 69; October, 72; November, 79; December, 60.
 New Supplies and Equipment—July, 68; August, 68; September, 98;
 October, 93; November, 98; December, 70.
 Personal News of School Officials—July, 65; August, 50; September, 80;
 December, 68.
 Personal News of Superintendents—August, 64; September, 79; Novem-
 ber, 88; December, 63.
 School Administration—July, 58; August, 58; September, 72; October, 79;
 November, 62, 74.
 School Board News—September, 84; November, 66.
 School Building News—July, 60; August, 56; September, 64; October, 66;
 November, 72; December, 64.
 School Finance—August, 53; September, 76; October, 85; November, 82.
 School Law—July, 57; August, 50; October, 84; December, 62.
 Teachers and Administration—September, 82; October, 88; November, 58.
 Teachers' Salaries—August, 53; September, 61; October, 88; November, 87.

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School Board Journal

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In This Issue:

- ★ School Aid and Home Rule—*Kearney*
- ★ Does the President Pass the Gavel?—*Villapiano*
- ★ Physical Education and Athletics
in Large Cities—*Jenne*
- ★ A Microfilming Program for
School Records—*Sloane*
- ★ Steps in Planning an Elementary
School Building



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Contents

School Aid and Home Rule, <i>Nolan Charles Kearney</i> . . .	15
The Measure of a Successful Teacher, <i>William N. McGowan</i> .	17
Does the President Pass the Gavel?, <i>Dr. Joseph G. Villapiano</i> .	19
Statutory Provisions for Eliminating Hazards in School Buildings, <i>L. B. Ezell and Bill B. Bryant</i>	20
It Sounds Great! But—What Is It?, <i>Edward G. Zepp</i> . . .	21
Physical Education and Athletics in Large Cities, <i>Eldon I. Jenne</i> .	23
A Microfilming Program for School Records, <i>Frank O. Sloane</i> .	25
Better Lighting for Better Seeing—II, <i>John C. Almack</i> . . .	27
Steps in Planning an Elementary School Building	29
Midland Builds High School	33
Wapakoneta Builds Functional Elementary School	36
A Self-Survey for Developing a School Building Program, <i>M. R. Sumption</i>	39
A School Board Member's Creed, <i>A. B. Murphy</i>	40
The Audio-Visual Director, <i>William G. Hart</i>	41
A Pupil Contribution Plan for School Systems, <i>Mendel Milton Tubis</i>	42
Informing School Electors on a School Bond Issue, <i>Dwight B. Ireland</i>	43
How Flying Came to Clarkston High School, <i>Frank Mosher</i> .	44
Administrative Reorganization at Elizabeth, New Jersey . . .	45
Seven Plus Five Equals One, <i>Frances Label</i>	46
A "Post" of Truman 1950 Goals for Education, <i>Elaine Exton</i> .	49
School Board Associations Need to Plan Now for the Year Ahead, <i>Edward M. Tuttle</i>	52

EDITORIALS:

Staff Morale and the School Board	48
Teachers and Social Security	48
A Troublesome Job	48
Rehabilitation of School Buildings	48
Policy-Making and Firmness	49

School Administration in Action	47	New Publications for School-Business
School Law	57	Executives
School Administration News	58	New Supplies and Equipment

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THE AMERICAN School Board Journal

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Two School Administrative Needs—

School Aid and Home Rule

Nolan Charles Kearney*

Discussions of aid for education are frequently concerned with the question of whether or not we can set up aid systems without submitting to control by the legislative or administrative agency granting the aid. In some of these discussions, the term "home rule" has been used to designate the absence of outside control in school matters. The use of this term has been the source of some confusion, for the term "home rule" has connotations and meanings in civil and municipal government that are not readily apparent to those who have not followed the theory of municipal government in America. The purpose here is twofold; to review briefly the history of home rule, and then to point out that home rule is neither good nor bad of itself and should carry no implication that it has either merit or stigma, apart from the specific proposal that is under consideration for implementation either on the local, the state, or the national level.

Origin of Distrust Cited

Carl Becker, the historian, has pointed out that our federal and state constitutions, and particularly our bills of rights, sprung from a deep eighteenth-century distrust of government power and government officials. What we did in our various constitutions was to reserve from the central government and for the states certain rights, and in turn to reserve to the individual from both the federal and the state government many of those same rights.¹ Furthermore, within the states there was much legislative delegation of duty and authority to county, town, city, village, and school district. This conception of government, implicit in our constitutions, is frequently criticized as an eighteenth-century conception increasingly unsuitable to conditions in the twentieth century. On the other hand, it is also fre-

quently held that the conception is not in conflict with our current democratic theories, but rather that the conception needs expansion and implementation in terms of present conditions. Be that as it may, we have inherited as a part of our tradition a tendency to distrust centralization of governmental authority. When we find authority and control of which we disapprove, we label it bureaucracy.

It is true that sometimes the term home rule is used broadly to refer to the contention that decision and authority in government should reside in the smaller local units of government as opposed to the larger and more inclusive governmental agencies. Historically the term has been used in reference to dominion as opposed to empire government, or to state as opposed to federal control. More commonly and more recently the term has been applied to constitutional and legislative devices that limit interference by state legislatures in municipal government² and that grant to cities broad powers to frame and adopt charters³ and to determine their own organization and procedures.⁴

The home rule movement was not a theoretical reform for imaginary ills. McBain traces the history of the evils that brought on the movement.⁵ In the early colonial days there were no large cities as we know them now. Even in 1820 there were but six cities of over 20,000 population, and in 1850 this number had grown to only 29. It was not until the growth of cities brought about the need of great public service enterprises, such as water, gas, and transportation, that the issuance of franchises became important. Then legislatures became interested in controlling cities and began to meddle in their affairs. After 1850, the meddling of legislatures

grew alarmingly. Not all of this state legislation was bad. Some of it was passed by reformers. Some of the best of it, however, was consistent and confused while the bad was no better than plain collusion. In some instances, state legislatures set up commissions appointed by the governor to take over many of the powers previously exercised by city councils. Particularly was this done in relation to franchises when the city was controlled by one political party and the state by another. In many states, constitutional provisions have been set up to forbid boards and commissions of this kind, but in general the prohibitions have been ineffective.⁶

Abuses Leading to "Home Rule" Reform

Anderson² and Zink⁶ have also told the story of the abuses that led to "home rule" reform. They said that vicious special legislation for cities probably reached its height from 1850 to 1880 in the older states and somewhat later in the newer states. Anderson defined municipal home rule as a device to limit the legislature's power to do evil in city government by forbidding it to enact special laws applying to certain cities. The most distinctive feature of home rule, according to Anderson, was the transferral of the power of initiation of legislation from the legislature to each city for itself.²

According to McBain, the term "municipal home rule" has come to refer in America to "those powers that are vested in cities by constitutional provisions, and more especially provisions that extend to cities the authority to frame and adopt their own charters."⁷ These rights, granted in the state constitutions, can be defended in the courts against invasion by the legis-

* Assistant Superintendent of Research, State Department of Education, St. Paul, Minn.

¹ Becker, Carl L., *Freedom and Responsibility in the American Way of Life*.

² Anderson, William, *American City Government*, pp. 44, 59-63.

³ McBain, Howard Lee, *The Law and the Practice of Municipal Home Rule*, 724 pp.

⁴ Mott, Rodney, *Home Rule for America's Cities*, 68 pp.

⁵ McBain, Howard Lee, *op. cit.*, pp. 7-9, 34-48, 63.

⁶ Zink, Harold, *Government of Cities in the United States*, pp. 55, 111, 126-128.

⁷ McBain, Howard Lee, *op. cit.*, Preface V.

lature. It is clear, according to McBain, that a state legislature has supremacy over the home rule of any city, and that specific constitutional authority for this fact is not necessary. He refers here to the legislative conflicts that may arise and sometimes do arise between city councils in home rule cities and state legislatures. City councils cannot pass ordinances that are in conflict with laws passed by state legislatures. McBain's statement places supremacy in such cases in the state legislature. Zink⁶ also stresses the fact that home rule charters may not conflict with state law.

Zink lists among the advantages of home rule charters the increased attention they allow for local problems, the increased interest in municipal affairs that they foster and the reduction in corrupt practices that often results under them. As disadvantages, he lists the confusion between local interests and state power, legal complications especially at first, the grave question as to whether home rule charters make for less rather than more graft, the demagogic government that often results, the fact that home rule government is popular rather than good, and that it is often unduly under the control of those interested in low taxes.

A limited form of constitutional municipal home rule was provided by the state of Missouri in 1878. California in 1879, and Washington in 1889, followed Missouri into the home rule fold. Then came Minnesota in 1896 (amended in 1898) and Colorado in 1902. The demand for home rule became more insistent after 1894 and came to be coupled with the demand for municipal reorganization. Its real impetus was felt in the years following the Galveston flood,⁸ during the same years

when there was a wide demand for the adoption of the commission plan of municipal government.

In 1925, approximately three fourths of the state constitutions included provisions forbidding the legislatures to enact special laws for cities. Of course, these laws varied in scope, but their general intent was to eliminate abuse by the legislature of its power over cities.⁹ The enactment of new constitutional provisions for home rule have recently tapered off greatly. Only two states adopted home rule constitutional amendments from 1925 to 1939.⁶ By 1939, there were 16 constitutions that conferred home rule rights on cities and these were found mostly among the more recently admitted states.

Municipal Corporations and the Legislature

Charles W. Tooke emphasizes that whereas a municipal corporation acts both as a representative of the state and as a purely local power, yet all municipal powers are delegated powers and municipal corporations are creatures of the legislature. The legislature exercises paramount control. Constitutional provisions for home rule have not succeeded in setting up a sphere for home rule free from statutory interference later by the legislature.¹⁰

At the same time that states have surrendered many powers over local affairs, they have assumed other powers such as those in the field of education where they now do such things as select textbooks and license teachers.⁶ As far back as 1925, there were many areas where state "administrative" control was discernable as an influence running counter to the strict mean-

ing of local control or home rule. These areas were education, health, social welfare, law enforcement, taxation, and finance. Administrative agencies give information and advice, provide supervision and publish facts, grant aids or subsidies under certain conditions, and in some cases exercise legal coercion.⁹ McBain outlines the provisions of various home rule laws as they affect education. Texas gives to its cities the right to run the schools.¹¹ The California courts have ruled that education is a state and not a municipal affair. The Colorado home rule constitutional amendment of 1896 says that home rule charters may provide for the number, manner, and terms of office for which members of boards of education may be elected or appointed.¹² The Oklahoma courts ruled¹³ that it was beyond the province of a home rule city to regulate "this important function of government." The Michigan home rule act of 1909 prohibits cities from regulating matters pertaining to the public schools.¹⁴

All this is illustrative of the many currents in our development, some of which make us hesitate to sacrifice local control and some of which encourage us to do so. It is not difficult to point out many instances where we have quickly and almost unthinkingly given up part of our local autonomy in order to achieve some larger goal. Our postal service is an example of long standing, as is our federal census. In the waging of war, we temporarily suspend even our most treasured civil liberties. The nearer we approach the present in the examination of our history, the more examples we find of the lessening of the strict observance of local control, based not on political patronage but rather on

⁹ Anderson, William, *op. cit.*, pp. 51-54, 68-73.

¹⁰ Peel, Roy V., editor, "Better City Government," *The Annals of the American Academy of Political and Social Science*, pp. 1-12.

¹¹ McBain, Howard Lee, *op. cit.*, p. 654.

¹² *Ibid.*, p. 370.

¹³ *Ibid.*, p. 386.

¹⁴ *Ibid.*, pp. 609-610.

⁸ Chang, Tso-Shuen, *History and Analysis of the Commission and City Manager Plans of Municipal Government in the United States*, pp. 47-48.



The Board of Education, Falmouth City Schools, Falmouth, Kentucky.
Left to right: John W. Kellum; L. H. Lutes, superintendent; James Hoover; Mrs. Ralph Frazer; Ralph Wilson; T. C. Moberley, chairman.

the desire to solve some problem that is not local in nature.

Some Current Trends

In New England, the question of water and soil conservation, with all its related aspects, involves the sacrifice of power by thickly populated but geographically tiny states to some geographically larger political authority. The same problem in its relation to forests and irrigation, as well as to water power, is an issue in the Columbia River Basin. All over America, there is a growing demand for uniform divorce laws. Whether this will follow the pattern of federal kidnaping laws and the earlier Mann Act or be done by mutual agreement among the states remains to be seen. The control of the oil in the tide lands is a nice problem in home rule.

Let us assume that we live in a relatively rich community that has sufficient money at hand to provide well for its schools, its parks, its libraries, its health safeguards, its safety, and the other services of government. Such a community may oppose any or all violations of its home rule primarily because a larger control may lead to a larger local expense. Another community may take the contrary point of view because its citizens are convinced of the

value of a general high level of education. In another illustration, one community may have almost all its children in school to the age of 18 and hence not be interested in the passage of a state law raising the compulsory school age. Some citizens in that community, however, may own businesses in less favored areas and be opposed to such a law because of the affect of the law on taxes or on the labor market there. These examples could be multiplied. They indicate that the question of home rule cannot be considered *per se*, but must be considered in terms of the basic issue or objective.

No Rule-of-Thumb Solution

We should be mature enough now to know that issues cannot be settled by rule of thumb. "Home rule" means something entirely different when it is applied to the rights of colored people to the common civil liberties than it does when applied to setting aside a plot of land for a city park and erecting a statue therein. "Home rule" is not the same thing at all when applied to a decision to incinerate garbage rather than to bury it, that it is when applied to a desire to dump sewage into a navigable stream. In other words, it is far too simple to think that groups of issues may be

solved in the aggregate by a simple rule of thumb. As conditions change, the rules must change too. It would be difficult to attempt to control radio program content on a municipal home rule basis, because the ether waves don't stop at municipal boundaries. It would be difficult to fight a global war on a home rule basis either. How many different draft laws would be gerrymandered up! Many problems that were once easily solved on a local basis have become state, national, and international in scope. The use of narcotics and the control of various diseases are examples of international problems.

Good arguments may be advanced to support the statement that the wider geographical basis upon which problems must be attacked is due to (1) an increase in knowledge as to the widespread nature of problem causation, (2) increased knowledge of how to cope with various problems, (3) increased speed and convenience in travel, transport, and communication which in turn has decreased the size of the world and its parts, and (4) a changed conception of the wide interdependence of mankind, of the duty of man to man, and of the unique importance of each human personality—in other words the acceptance of the philosophy of democracy.

Personal and Professional Qualities —

The Measure of a Successful Teacher

William N. McGowan*

"Unrest of spirit is a mark of life; one problem after another presents itself, and in the solving of them we can find our greatest pleasure. The continuous encounter with continually changing conditions is the very substance of living." This statement of Karl Menninger's¹ gives us the key to the learning process. People learn by channeling this "unrest of spirit" in the direction of solving meaningful problems that arise from life experiences that are products of "continually changing conditions."

Most thinking people will acknowledge the importance of Dr. Menninger's statement. Certainly, a majority of school people will agree that the point made is a fundamental one; and yet, the average classroom situation denies it. Why do so many teachers stereotype their presentations, regiment their pupils, and separate class experiences from real life situations where

there is opportunity for "continuous encounter with continually changing conditions"? A positive answer to this question involves a re-evaluation of the qualities that go into the make-up of a successful teacher. It is necessary to re-evaluate the qualities of a successful teacher in the light of progress made during recent years as to just what is important in the way of educational background for young people.

During the past fifty years educators have come more and more to the point of view that the school curriculum should have as its *focal point* of interest the development of competency in the area of human relations. Practical experience and the needs of our evolving western civilization point to the significance of this development as being veritable. Earl Kelley, one of the better proponents of practical education, says it this way in his book titled *Education For What Is Real*, "If people are the most important asset on our island whirling in space, then human

relations become our most important study."

This being so, it is essential that people in education redefine the personal and professional qualities that make a teacher successful in an educational system that is slowly evolving toward "education for what is real." The old standard portrait of the pedant as the ideal teacher no longer portrays the teacher that can be successful today in meeting the needs of young people.

Just what are the personal and professional qualities essential for today's successful teacher?

Personal Qualities

The personal qualities of the successful teacher are essentially embodied in matters concerning appearance, manner, personality, and attitude. Each of these qualities possesses new significance in the light of this present day.

APPEARANCE: Three specifics contribute

* Co-ordinator of Secondary Education, San Luis Obispo, Calif.

¹ "Take Your Choice," *This Week Magazine*, Oct. 16, 1949.

to the over-all appearance of an individual. They are grooming, color, and clothes sense.

Grooming is a matter of neatness, care—is the hair combed; is the tie in place; is the make-up sloppy; are stockings straight and well smoothed; are clothes well brushed and pressed; are shoes shined?

Color is "a quality of visible phenomena, distinct from form and from light and shade, such as the red of blood . . ."—are the colors of the clothes harmonious; are the colors worn so "loud" as to be disturbing, so drab as to be "mousy"; do the colors worn compliment or detract from the natural coloring of the individual?

Clothes sense is a matter of knowing what kind of apparel best suits the individual—are the right clothes worn for the tall, thin person, the short, fat person; are the clothes cut to fit the natural contours of the body; do the clothes give the person an appearance of comfort, ease, a sense that the individual is tastefully attired?

MANNER: There are two general qualities ascribed to manner. They are poise and sincerity.

Poise is the confidence, the well-balance, the ease with which a person carries himself—is the individual at ease when walking, talking, sitting; does he "look you straight in the eye"; does the person exhibit a confidence of will and expression; or is the person a "fidgeter"; does he have to always lean on something handy in a defensive manner; does he appear constantly to be trying to escape from any situation?

Sincerity is best defined as "a freedom from simulation"—does an individual give the appearance of being honest, straightforward, and true; is the person the same in deed and expression; is the person really what he seems to be?

PERSONALITY: Color, warmth, and projection are the qualities of personality that are so important for the teacher to consider.

Color as a quality of personality is comparable to color as discussed under qualities of appearance, "a quality of visible phenomena, etc."—does the personality sparkle; is it attractive or just gaudy; does the individual bring a "lift" to a group, a brightening of interest and animation; or does the person possess a personality so colorless that he or she is never noticed?

Warmth of personality is just that—does an individual inspire confidence, a feeling of "belonging"; can others take refuge in the warmth of the friendly personality; does the person show evidence of possessing so much positive interest in the person or persons around him that a mutuality of feeling is produced and an actual stimulation ensues that produces in all concerned a feeling of warmth and responsiveness?

Projection is defined as "the act of externalizing or objectifying what is primarily subjective," but a better definition may be, simply, "an extension beyond something else"—how well does the individual's personality transcend "self" to become an effective force in social contacts; how well does the person "get across" the qualities of his innate being to those around him?

ATTITUDE: The two important qualities of attitude for the teacher to consider are quality and direction.

Quality of attitude refers simply to attitude as being either good or bad, positive or negative, constructive or destructive—does the individual exhibit an attitude of sympathetic understanding, or at least a willingness to understand; does the person show kindly consideration; does the individual show evidence of possessing genuine humility and a desire to be of service?

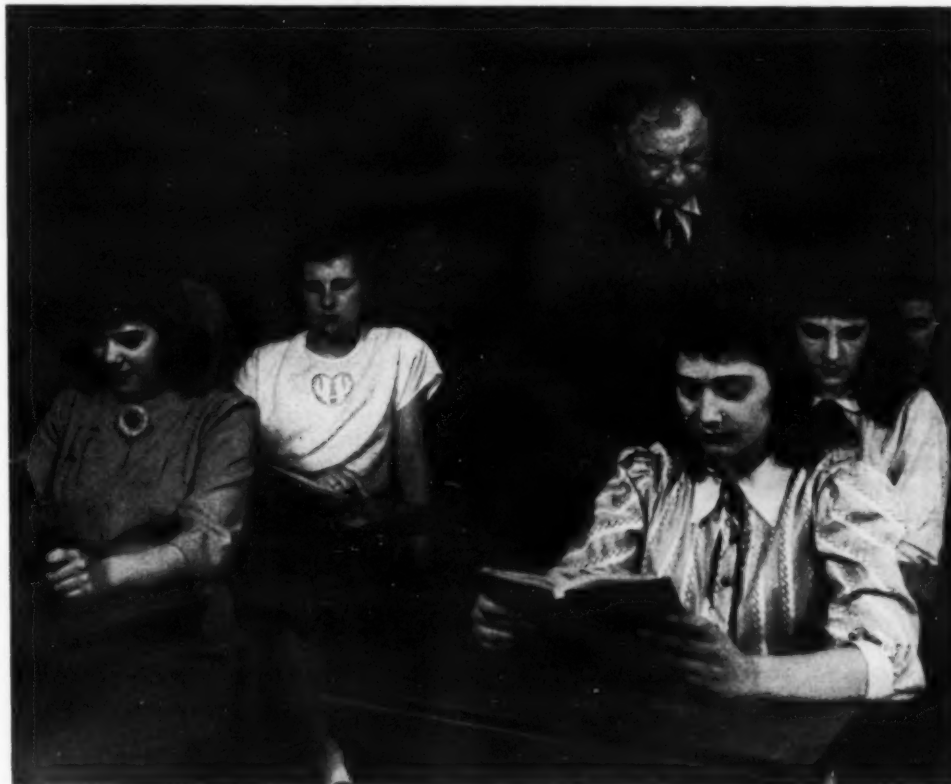
Direction of attitude has to do with the placement of the product of attitude. Attitudes are of fundamental importance in determining the outcome of all human relationships. If the attitude of an individual is creative, positive (as defined in terms above), the product of his relationships will be placed in such position that further creative, positive relationships, with resultant creative, positive action, will ensue. If the attitude of an individual is negative, the product of his relationships will be placed in such a position that only continued strife and eternal failure will result from all his efforts. So the illustrative questions that come to mind

are—does the individual progress in his relationships, with maximum peace and cooperative spirit; does the individual's attitude prompt sympathetic understanding and help; does the individual in his relationships prompt the continuing result of positive, creative action and response; or does the individual move in an aura of conflict and personal disturbance; does the person's efforts end constantly in impasse or regression; does the individual find most relationships unsatisfactory, non-productive of genuine rapport and friendliness?

PERSONAL QUALITIES PROFILE

	Good	Pass	Improve		Good	Pass	Improve
Appearance				Personality			
Grooming				Color			
Color				Warmth			
Clothes sense				Projection			
Manner				Attitude			
Poise				Quality			
Sincerity				Direction			

There is one other essential in considering personal qualities important to the individual teacher, but it is too difficult to define. It has to do with love. Most of the human world, and far too many teachers suffer the curse of "lovelessness." This warps and frustrates the desires that normally would find expression in good quality teaching. At best, when a person has made a magnificent adjustment, sublimation cannot produce attitudes as productive of good teaching as those attitudes that are the product of love and loving. Some day, when humanity has



The effectiveness of his instruction is the true measure of the teacher.

matured and knows better how to go about the job of living, the problem of lovelessness will be answered.

Professional Qualities

The professional qualities of the successful teacher are concerned with the effective development of positive attitudes, fundamental knowledges, and basic skills by pupils. Does the classroom procedure allow for the effective development of positive attitudes, fundamental knowledges, and basic skills? To find answer to this question, the teacher might ask himself these questions:

"Does this activity, which went on in my class today, contribute to better human understanding, or does it have nothing to do with it? Why did I teach what I did today? Was it a matter of habit, or 'discipline,' or fear of the next-grade teacher? Or was it because it had a bearing on the life that the youth is presently living and can reasonably be expected to live?"

"Did what went on in my class today actually improve the student's facility for communication, or did I pay so much attention to how my students talked or wrote that I could not notice what they said? Was the students' communicating with

me, or with each other? Was it about matters which concerned them, or which I felt they ought to communicate? Did I put a premium on free communication, or did I make silence more worthy?"

"Did my students have an opportunity to do things together, and thus to learn to know and understand each other? Did they have a chance to pool resources or did each keep his own knowing to himself to use to his fellow students' disadvantage or discomfiture? Did they have a chance to help each other, or was it frowned on?"

"Did today's activity make my students more or less adequate to face life in a changing world? Were they nearer to personal peace with each other or more ready for conflict?"²

An honest answer to these questions will give an indication as to the success being achieved with the effective development of positive attitudes, fundamental knowledges, and basic skills by pupils. More specifically, an evaluation of progress being made in these areas may be made by the use of the following chart.

Professional Qualities Profile

Does your classroom procedure allow for the effective development of:

² Earl Kelley, *School Review*, LVII, Sept., 1949.

POSITIVE ATTITUDES

Tolerance	Self-respect
Understanding	Respect for others
Objectivity	Poise
Self-reliance	Industry
Fair-mindedness	Sense of proportion

FUNDAMENTAL KNOWLEDGES

Reading	How to get along with one's self
Writing	How to get along with others
Speaking	How to participate
Listening	Understanding and appreciation
Problem solving	How to use curiosity and imagination

PROFILE

BASIC SKILLS

Facility with tools of learning	Positive attitudes
Competency in self-expression	Fundamental knowledges
Social grace	Basic skills
Self-management	

Good
Pass
Improve

This, then, becomes the measure of a successful teacher. The successful teacher possesses an attractive appearance, a pleasing manner, an effective personality, and a positive attitude so that his personal relationships with pupils are, to the best of his ability to make them so, pleasant, interesting, and mutually satisfying. The successful teacher, fully cognizant of the needs of his pupils and the processes by which they learn, creates real learning situations that will assist young people in the effective development of positive attitudes, fundamental knowledges, and basic skills.

Does the President Pass the Gavel?

*Dr. Joseph G. Villapiano**

Does the president of the board of education really pass the gavel free and clear to the new president or does he have some feelings that bind him in some unseen way? As president of the board of education, my effort and interest in our schools were seemingly broken when I found it necessary to give up this civic work because of the increasing demands of my profession.

Continually I find my subconscious mind going over the school program, what improvements were made, and what planning for the future has developed to date. One does not make a complete break with a long-term association by giving up an office of trust to another leader. Over the period of years the work becomes a part of oneself and is similar to a fixed stream in the pattern of life.

As president one feels the necessity for action on problems primarily because of the legal responsibility and personal conviction and secondary because of public opinion, political pressure, or the effect on

one's personal business and life, whereas as one no longer actively associated with the board, a different point of view begins to form. A former member's point of view may be somewhat colored by his previous experiences, but he is likely to look at the current school problems from an altogether different angle.

With the passing of the office my interest was still steadfast. The problems that confronted me then and those left incompletely solved are still a challenge to me. When one who has taken his civic responsibility seriously finds himself no longer actively engaged in a field, he somehow feels that unseen pull to lend some assistance to the new head of the board. One who has made every honest effort to render service will not show an attitude of dictatorship but rather a spirit of helpfulness to others.

I recall the feeling of heavy responsibility that came with this wooden gavel. It was a symbol of authority that could either make or destroy things for which our forefathers died—freedom of speech and education. Hidden in this gavel were mys-

teries yet to come in the management of our schools. I felt the largeness it personified and deep within my heart offered up a prayer to God, asking that He make this new position of trust unfold itself to me day by day.

The cultural pattern of life had its inception in the schools under my care and into what this embryo would blossom, would to a great extent, depend upon the nurturing given it within these halls of learning.

The new president must look into the future and profit by the past as he takes over the gavel. The whole picture may lend itself beautifully to a pattern that speaks well for itself, but what has gone on to achieve this goal might be of inestimable value in the preparation of another such project. So from his distant desk at home the former president sits trying to lend a helping hand in the solution of problems yet unfinished. This is Democracy at work—passing on to each succeeding representative of the people the heritage of the past and hoping for greater strides.

*Former President Board of Education, Asbury Park, N. J.

Statutory Provisions for Eliminating Hazards in School Buildings

L. B. Ezell* and Bill B. Bryant**

The development of modern science, the urbanization of school population, and the ever increasing emphasis upon physical equipment, all have been motivating factors in efforts to develop better school plants. School building planning and construction is a highly technical matter involving knowledge of engineering, architecture, materials, functional housing of educational programs, and factors concerning health and safety.

The Problem

The problem of the present study was to determine what statutory provisions designed for the elimination of hazards in public school buildings are in effect in the 48 states. For this purpose the school laws of every state, both basic compilations and supplements, were carefully analyzed. Court decisions and rulings of state legal officers were not included; neither were the regulations promulgated by state boards or state departments of education. The building laws were found to be of two basic types: those regulating public buildings in general, and those which specifically concern school buildings. Most of the statutes concerning school buildings have as their purpose the regulation of design and construction with the ultimate goal of safety to life. However, statutes concerning related activities, such as fire drills, were noted. The safety provisions are numerous and varied. Seldom did any one state have provisions for every hazard found in the combined statutes. A concise summary of the findings follows.

Responsibility for Standards and Inspection

1. Forty-one states have statutory provisions designating, or indicating by clear implication, the authority responsible for the preparation of minimum building standards. The state board of education is responsible in 14 states, the state superintendent or commissioner in another 14, and the responsibility is scattered or undesignated in the remainder.

2. Ten different agencies are named in the statutes as the authorities to approve plans. Those designated in more than one state, in order of frequency, are the state superintendent, the county superintendent, the state board of education, and the state board of health.

3. Of a large group of agents and agencies, the county superintendent was authorized most frequently to inspect and condemn buildings for hazardous conditions.

4. Employment of an architect is not required by statute in most states. The typical provision is that plans must be approved and construction supervised by a licensed architect or engineer.

Fire Hazards

1. Provisions for fire escapes on public school buildings were found in the statutes of 32 states. They usually require fire escapes on buildings of two or more stories.

2. Eight states have provisions for the use of fire-resistive materials in the construction of school buildings.

3. Location of furnace rooms and heating plants to reduce the hazards to occupants of the building is covered by statute in six states.

4. Five states have provisions regarding boilers and boiler inspection; only two require a certificate of operation before boilers are used in school buildings.

5. Statutes of two states require that electric wiring shall meet the standards of the National Board of Fire Underwriters.

6. Either manually or electrically operated fire alarms, or both, are required by the laws of six states.

7. Eight states have statutes requiring fire extinguishers in school buildings.

8. Thirteen states provide by statutes for the inspection and condemnation of school buildings; six of them allot this duty to the state fire marshal.

9. Ten states require that fire-prevention be taught in the schools.

10. Twenty-seven states have provisions requiring fire drills in the schools. The majority of these laws require drills each month without previous notice to the pupils.

11. In regard to motion pictures, three states provide for fireproof equipment and licensed operators.

12. Associated miscellaneous provisions rarely found concern design and construction to resist earthquake shocks, hoods for carrying off fumes in laboratories, fireproof elevators with safety devices to prevent doors opening between floors, odorizing agent for detection of natural gas, and precaution in the handling and location of kerosene lamps and inflammable decorations.

Entrances, Exits, Stairways

1. The statutes of 27 states require that all swinging exit doors shall open outward.

2. Fourteen states specifically require classroom doors to swing outward; most of the others have strong implications to the same effect.

3. Sixteen states require that all doors in school buildings shall be kept unlocked during school hours, and five require that windows be constructed so as to open from the inside.

4. The statutes of six states require a type of hardware on exit doors that opens easily by pressure from within.

5. Five states require that stairways have handrails; five require that stairways be fireproof; two provide that stairways be kept free of obstructions; and two provide for two stairways at opposite ends of the building. A few codes prescribe bases for estimating the width of the stairways, and one describes allowable characteristics of the treads.

6. Scattered provisions about corridors are concerned with freedom from structural or movable obstructions, fire-resistive wall materials, uniform width ample for the traffic, and termination upon stairs or exits at least as wide as the corridors.

Statutory provisions for the elimination of hazards in school buildings are increasing from year to year. There is a diversity of opinion among legislators, educators, architects, and engineers as to the advisability of providing by statute for the regulation of every aspect of school building construction. Many students of the problem hold that these matters should be left to the discretion of the architect, the engineer, and the school administrator. Whatever the merits of the opposing arguments, it seems clear that, by the most expeditious means, hazards in school buildings should be eliminated.

Local school boards and other state education authorities represent the public in the administration of education. Working with their professional staffs, these authorities are responsible for carefully planned programs of education and for obtaining the participation of the people in planning the kinds of schools and education they need and want.— *National Council of Chief State School Officers.*

* College of Education, The University of Texas.

** Public Schools, Eagle Pass, Tex.

It Sounds Great! But—What Is It?

Edward G. Zepp*

One of the "hottest" things to be dropped on our local school board table in recent weeks is that which teachers—and some school board members—call "extra pay for extracurricular activities." As it rolled up and down the board table within the sight and hearing of only some of those concerned, the proposal sounded great; but some of us are still asking, What is it?

This matter of extracurricular pay is not an altogether new one, for it is a problem which has plagued many school boards across the nation. Its presentation at one of our May board meetings was the second time it had made its appearance locally. It was first presented to us a little more than two years ago, but was referred back to the committee because the teachers themselves could not agree on the plan submitted, and the school board considered it a very unsatisfactory and unsound policy to adopt something upon which the teachers could not agree themselves. Then, too, many of the phases of the plan needed changing. Eventually, the local PSEA Chapter dissolved its committee for lack of agreement.

To be sure, this problem—extra pay for extracurricular work—is one of great concern to school boards, as well as the teachers, and rates priority for consideration. Whether it will be a "balm" or a "curse," a genuine help to teacher morale, or ultimately a vicious practice, depends largely upon the attitude of both groups in their approach to the subject, and how the matter is developed by both the school board and the professional staff.

The Ultimate Outcome Must Be Understood

I should like to make it very clear that I am not a "dyed in the wool" anti-extrapayist. However, as a public servant, and a trustee of taxpayers' money, I cannot lend myself to promiscuous spending of public funds, or consent to the inclusion of any item in a school budget unless I know the reason for it, and can logically and reasonably project the proposal into the future so that I may anticipate its effect as a policy and the results which may come from such board action.

Because the proposal submitted for extra-curricular pay was not clearly understood by myself, as well as by my colleagues, and because the teachers could not agree among themselves—either as to the plan proposed, or the propriety of such a policy in view of the fact that we had

a satisfactory and acceptable salary schedule at the time—I voted against including an item of \$10,000 to be earmarked for this purpose in our budget for the fiscal year 1950-51. The finance committee and a majority of the board concurred, and suggested that a joint committee composed of members of the school board, the administrative staff, and the teaching personnel be formed to co-operatively study this matter.

Experience has taught me that this problem, like many others, when processed properly and given unbiased and mature thought, is one which can be solved. And, whether some like it or not, I believe that it should be solved. The over-all problem, however, contains some inherent deficiencies which must be corrected; some questions which must be reasonably answered; some related problems which must be solved, before the main problem of extracurricular pay can be successfully and satisfactorily resolved.

What Is Teachers' Day?

Let us be perfectly frank about it: The school-work-hour-day has been talked about, rather vaguely outlined, but never specifically defined. Does it run from 8:30 a.m. to 3:30 p.m. or to 5:30 p.m., or what? Obviously, before we can ascertain whether or not a teacher is specifically or legally working overtime, we must set a school-work-hour-day; and this should be clearly stated in a teacher's contract.

To approach uniformity in this matter of a school-work-hour-day local stipulations are not enough for this phase of the problem is of nationwide importance, and should be concurred in by all professional teacher groups.

After the school-work-hour-day has been clearly defined, a local element enters into the consideration; teacher load. To ascertain teacher load will require a careful, co-operative and friendly study of the matter between the administrative staff and a representative committee of the professional personnel. Some teachers may have too heavy a load to engage in extracurricular work; others may not care to take on extracurricular activities due to health or other personal reasons. On the other hand, it may be that some teachers are considerably overworked, sometimes due to their own choosing, and at other times due to an oversight on the part of the administrative officers. Depending upon the popularity of the extracurricular activity the question might very well be asked:

"Was the teacher hired, as a matter of fact, for the subject she was certified to teach, or to do the extracurricular work?"

What Value Have Specific Activities?

When these two inherent problems—the school-work-hour-day and the teacher load—have been solved, there appears a third, which, like the proverbial "fly in the ointment," seems to plague most of us. What shall be the formula for evaluating the "responsibility" or the "importance" of the extracurricular activity which primarily establishes the basis for extra pay?

For example, there are those who have advanced the idea that extracurricular activities fall into six major categories. The lowest possible extracurricular remuneration would have a value of \$50, and would naturally carry the lowest unit of value—one. For the activity which carried a unit value of two the extracurricular remuneration would be \$100. Under this formula, the highest unit value that could be assigned to any particular extracurricular activity would be six; and this would carry a remuneration of \$300.

Following through on such a formula, where athletics are considered as all-important this subject would be assigned a unit value of six; dramatics perhaps a unit value of five; school journalism perhaps a unit value of three, and so on. In a district where some other activity assumes pre-eminence, it will naturally be assigned the higher unit value. Who is there of the school board, the administrative staff, or the professional personnel to judge which of the activities shall rightfully be assigned the higher unit value?

It is my considered opinion that such a method of evaluating time, and who shall get what, is a grossly unfair and inequitable method of arriving at the dollar value of extracurricular services. Professional services, like any other, can be evaluated on a dollar-and-cents basis. When the school-work-hour-day has been defined, it will not be difficult to establish the amount of overtime a teacher puts in; and, when we have placed a dollar-and-cents value on the professional hour it will not be difficult to calculate the amount of remuneration a teacher should get for the overtime he or she has put in.

Equality of Pay

Any plan proposed should certainly be so formulated that it would affect all teachers alike, and not just a few. Whether one is an elementary teacher, or the teacher

* Member of the Board of Education, Ardsley, Pa.

of a subject on the secondary level, a bachelor's degree requires a definite number of college credits; preparation for certification, in this day and age, is the same. While a teacher's value to a school district may be said to vary according to the individual's attitude, natural ability, and personality, every extra hour of work contains 60 minutes of time whether the teacher is overseeing athletics, French Club, dramatics, or the stamp club. Each extracurricular activity has and serves a purpose; each teacher puts in his or her time. If the professional hour was evaluated on a dollar-and-cents basis, every teacher engaged in overtime work would be paid accordingly. Could anything be fairer?

It should be clearly understood by everyone concerned, however, that from time immemorial there have always been certain things which have been rightly considered as "incidental" to the particular job for which the teacher has been hired. For example, a social studies teacher should realize that in a democracy life is not static. Perhaps research, and certainly, extra reading must be done if the teacher would keep abreast of the times and present her subject with current interest. An English teacher certainly should recognize the fact that she will have more marking and grading of papers to do than those who teach some of the other subjects, because English will require careful scrutiny of composition, punctuation, spelling, etc. The shop teacher surely knows that it is part of his job to keep his shop and materials in order, most of which is done after class

periods. The science teacher must take a little more time than some others to prepare new experiments and to keep his laboratory and equipment in order. A physical education teacher certainly should realize, when he prepares to teach the subject, that he will be called upon to do some coaching in sports after class hours.

That Second Mile

There are also those things which are expected of a teacher as a matter of course which have to do with public relations, with co-operation between the home and school, and with community interest and fellowship. Such would include attendance at PTA meetings, school concerts, plays, and class dances. To pay for a teacher's "appearance" at such functions would be a travesty upon the amenities of life, and the respect of the society of which they are a part.

In almost every subject and educational level, there are some teachers who are always willing to go the "second" mile without thought of monetary compensation. School boards must be careful that the inauguration of a policy of extra pay for extra work does not destroy this voluntary contribution of professional endeavor which has always been the mark of the interested teacher. Then, too, there are some teachers who have always been willing to go the "third," "fourth," and "fifth" mile. For this "extra mileage" in work added remuneration is certainly due.

Obviously, the time has come when school boards must change their thinking

on this matter, for, it is a fact that education is not alone confined to "book learning." Some of these so-called extracurricular activities have a definite value in their informality, and help to develop creative and thinking minds. They have been found profitable toward the development of character and personality, and, since our several school systems have found them necessary to the healthy and normal growth of the child, and the teaching personnel must be responsible for them, the latter should be paid for the extra time involved.

Certainly, the teachers groups should get together with the administrators and work out a sensible, equitable, and reasonable plan to present to the school board for its consideration. Up to now much has been said about the matter and the problems involved. Truthfully, it all sounds great! But—thinking school boards must still ask the question—until shown otherwise—what is it?

IMPRESSIVE PROGRESS REPORT

The Denver board of education, in its *School Review* for May, 1950, makes clear that 32 school buildings have been erected, added to, or completely remodeled since the major school building program made possible by the \$21,000,000 bond issue of October, 1948, was begun. All of the 32 buildings will be available for use in Sept., 1950.

The board has in hand plans for the immediate erection of an additional elementary school, an addition to a junior high school, a completely new manual training high school, the reconstruction of a junior high school, and the erection of a further junior high school. The work now being planned or in use will be completed according to the schedule by September, 1951.



The Board of Education, Stevens Point, Wisconsin, is engaged in the preliminary stages of a school building program to include an elementary school building and an addition to the high school. The board (seated, left to right) includes F. J. Blood; C. H. Knudtson; K. E. Hurlbut; H. E. Foster, vice-president; N. E. Masterson, president and outstanding school board member in Wisconsin 1949; Leo Larsen; J. S. Pfiffner. (Standing) P. M. Vincent, superintendent; Dr. W. G. Wochinski; Henry Friday.

Physical Education and Athletics in Large Cities Eldon I. Jenne*

The City Directors of Health, Physical Education and Recreation, in cities over 100,000, meeting in Boston during the 1949 National Convention, decided to circulate a questionnaire among their members to obtain certain pertinent information which would be mutually beneficial. The questionnaire dealt with department organization, programs, personnel, and salaries. It was sent to 85 city directors and returns were received from 72 of them. A summary of the findings follows:

Department Organization

Titles of Department Heads. Five different classifications were listed as titles of department heads. There were 52 directors, 12 supervisors, 2 consultants, 1 school physician, 1 co-ordinator, 1 department head, and 3 undesignated.

Months on Duty. The department heads were on duty for a varying number of months during the year. Twenty-six were hired for 10 months, 25 for 12 months, 10 for 11 months, 4 for 9½ months, 2 for 10½ months, and 5 were left blank.

Number of assistants. The number of assistants to the department head, generally given the title of Supervisor, averaged close to three per school system, although some had none and others had many. The cities having the greatest number of assistants are as follows: Kansas City, Mo., 15; Philadelphia, 11; Chicago, 10; New York, 8; Boston, 8; Minneapolis, 8; Newark, 6; Pittsburgh, 6; Cleveland, 6; Oakland, 5; Seattle, 4; and Long Beach, Calif., 4. In all there were 190 assistants for the 72 cities represented.

Months on Duty. The assistants were on duty from 9½ to 12 months. One hundred nineteen were hired for 10 months, 32 for 12 months, 25 for 11 months, 9 for 10½ months, and 5 for 9½ months.

Salaries

For Heads of Departments:

Highest maximum salary	\$9,700
Average maximum salary	6,342
Lowest minimum salary	2,400
Average minimum salary	3,657

The school systems paying the highest maximum salaries are as follows: Detroit, \$9,700; Philadelphia, \$9,000; Jersey City, \$9,000; Chicago, \$8,604; Newark, \$8,500; San Diego, \$8,500; San Francisco, \$8,500; Boston, \$8,388; Long Beach, Calif., \$8,260; and Pittsburgh, \$7,625.

Peoria, Ill., paid the lowest minimum

salary for the department head which was \$2,400.

For the Assistants:

Highest maximum salary	\$7,300
Average maximum salary	5,526
Lowest minimum salary	1,350
Average minimum salary	3,657

The school systems paying the highest maximum salaries are as follows: Newark, \$7,300; Detroit, \$7,250; Long Beach, Calif., \$7,060; and Baltimore, \$6,800.

Des Moines, Iowa, paid the lowest minimum salary which was \$1,350.

Program

Health Instruction Program. Of the 72 school systems reporting there were 71 with a health instruction program at the elementary level; 63 out of 64 (64 school systems had junior high schools) at the junior high level; and 68 at the senior high school level. According to their report, no health instruction was offered at any grade level in Charlotte, N. C. Des Moines, Nashville, and Baltimore reported no health instruction at the senior high school level.

Physical Education Program. The physical education program is conducted in all school systems at all grade levels.

Intramural Program. Intramurals are conducted in 67 per cent of the elementary, 100 per cent of the junior high, and in 99 per cent of the senior high school systems. Newark, N. J., reported no intramural program for their senior high schools.

Interscholastic Athletic Program. Interscholastic athletic competition is conducted in 26 per cent of the elementary, 65 per cent of the junior high, and 100 per cent of the senior high school systems.

The 19 elementary school systems which conduct interschool athletic competition are: Akron; Atlanta; Birmingham; Boston; Buffalo; Canton; Cincinnati; Dayton; Erie, Pa.; Jersey City; Peoria; Philadelphia; Pittsburgh; Sacramento; San Francisco; South Bend; Spokane; St. Paul; and Worcester.

The junior high school systems which do not conduct interscholastic athletic programs are as follows: Baltimore; Bridgeport, Conn.; Buffalo; Cleveland; Des Moines; Denver; Detroit; Elizabeth, N. J.; Indianapolis; Louisville; Lowell, Mass.; Milwaukee; Minneapolis; Newark; Norfolk; Paterson, N. J.; San Diego; Seattle; Springfield, Mass.; Syracuse; Toledo; and Tulsa.

Centralized Control of Interscholastic

Athletics. Fifty-six school systems or 78 per cent stated that the board of education had established centralized control of interschool athletics.

Administration of Interscholastic Athletics. Fifty-two school systems, or 72 per cent, stated that the Head of the Department of Health, Physical Education and Recreation acted as the administrator of the Interscholastic Athletic program.

Tax Funds Budgeted for the Interscholastic Athletic Program. Ten school systems budgeted tax funds for the total cost of their interscholastic athletic program, and 10 cities budgeted tax funds for the partial support of the interscholastic athletic program. The school systems which budgeted tax funds for the total interscholastic athletic program are as follows: Oakland; Jersey City; New York; Boston; Worcester, Mass.; Springfield, Mass.; Cleveland; Albany, N. Y.; Baltimore; and Portland, Ore. The 10 city systems which budgeted tax funds for the partial support of the interscholastic athletic program are as follows: Des Moines; Buffalo; Philadelphia; Newark; Chicago; Paterson, N. J.; Fall River, Mass.; Pittsburgh; Syracuse; and Seattle.

Admission Fees for Athletic Contests. Admission fees are charged by all of the 72 school systems represented. Portland, Ore., charges admission for some contests while others are free.

Personnel

Health Instruction. Health instruction is taught by the classroom teacher in 91 per cent and by the specialist in 23 per cent of the elementary school systems. In the junior high school, health instruction is taught by the classroom teacher in 44 per cent and by the specialist in 60 per cent of the school systems. In the senior high schools, 22 per cent used classroom teachers and 76 per cent used the specialist for health instruction. Many school systems used both the classroom teacher and the specialist at all grade levels which accounts for the total being more than 100 per cent.

Physical Education Instruction. Physical education is taught by the classroom teacher in 80 per cent and by the specialist in 53 per cent of the elementary school systems. In the junior high school the specialist is used in 100 per cent and the classroom teacher in 5 per cent of the school systems. In the senior high school the specialist is used by 99 per cent and the classroom teacher by less than 1 per

* Supervisor of Health, Physical Education, and Recreation, Portland Public Schools, Portland 8, Ore.

cent of the school systems. Again a number of school systems use both the classroom teacher and the specialist. Tulsa, Okla., was the only school system that used the classroom teacher at the high school level and they used both the classroom teacher and the specialist.

Coaching Athletics. Athletics are coached by the health and physical education personnel in 80 per cent of the elementary, 70 per cent of the junior high, and 86 per cent of the senior high school systems. At each grade level a number of school systems use both the health and physical education personnel and other teachers to coach athletics, but the trend is toward utilizing the health and physical education personnel for coaching purposes.

Extra Pay for Coaching. Extra pay for coaching is given in 57 per cent of the 19 elementary, 47 per cent of the 42 junior high, and in 82 per cent of the 72 senior high school systems which conduct interscholastic athletic programs.

Extra Pay for Intramurals. Extra pay for intramurals is given in 25 per cent of the elementary, 47 per cent of the junior high, and 42 per cent of the senior high school systems which conduct intramural programs.

Amount Paid for Head Coaching. Extra pay for head coaching ranges from \$2,000 to \$25 per sport. The average maximum pay is \$530 and the average minimum \$283. The highest amount paid is \$2,000. The city systems paying the highest coaching salaries are as follows: Somerville, Mass., \$2,000; Louisville, Ky., \$1,700; Boston, \$1,400; Peoria, Ill., \$750; Erie, Pa., \$900; and Flint, Mich., \$735. Some school systems reported that they were paying their coaching personnel a flat yearly amount and assigning them to whatever coaching activities they deemed appropriate.

Amount Paid for Assistant Coaching. Extra pay for assistant coaches ranges from \$800 to \$50 per sport. The average maximum pay is \$287 and the average minimum \$189. The highest amount paid is \$800. The city systems paying the highest coaching salaries are as follows: Louisville, Ky., \$800; Denver, \$675; Erie, Pa., \$600; Worcester, Mass., \$540; Indianapolis, \$500; Somerville, Mass., \$500; Toledo \$450; and Atlanta, \$400.

Amount Paid for Intramural Directors. Extra pay for intramural directors ranges from \$600 to \$50 per year. The average pay is \$318. The highest amount paid is \$600. The city systems paying the highest intramural salaries are as follows: St. Paul, \$600; Wilmington, Del., \$500; Minneapolis, \$500; Lowell, Mass., \$500; and Erie, Pa., \$450.

Limitation on Coaching Assignments. Fifty-five per cent of the school systems limit the number of sports which an individual may coach. At the present time most school systems are limiting their coaches to two head coaching as-

signments and one assistant assignment. According to comments the trend is downward, toward limiting a coach to one head coaching assignment and to one or two assistant assignments.

Summary and Conclusions

Departments of Health, Physical Education and Recreation in cities over 100,000 were found to be operating programs of health instruction, physical education and intramurals at the elementary level, and programs of health instruction, physical education, intramurals and athletics at the junior and senior high school levels.

Heads of departments were generally designated as directors and their assistants as supervisors. The majority of the directors were on duty for 10 to 12 months, while the supervisors served mostly for 10 months. The average maximum salary for directors is \$6,342 and for supervisors, \$5,526.

Health instruction and physical education is taught by both the classroom teacher and the specialist at the elementary level but thereafter, the specialists take

over. Most of the coaching of athletics is done by the health and physical education personnel.

The majority of school systems have established centralized control of the interscholastic athletic program and administer it through their Health and Physical Education Director. Admission fees are charged by all school systems for athletic contests. Twenty school systems budgeted tax money for the total or partial support of the program.

Extra pay for coaching and intramural assignments is given at all levels but mostly at the high school level. The average pay for head coaching one sport is \$407 and for assisting \$238. The average yearly pay for intramural directors is \$318.

The numerous comments on the questionnaire indicated that the trend is away from interscholastic athletic competition at the elementary school level. This is in accord with the recommendations of leading authorities in education and health who state that interschool athletic leagues should be confined to the senior high schools.



Washington is suffering from excessive school building crowding.

— Washington Post

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A Microfilming Program for School Records *Frank O. Sloane**

Records, records, records — thousands, even millions of them, large and small, cards 4 by 6 inches and sheets 14 by 20 inches, a few new, many old and faded with age, printed one side and both sides, some clean, others dirty with the accumulation of years of dust, some housed in modern filing cabinets, many more stored in old files, pasteboard boxes, high glass cupboards (relics from early classrooms), some filed for ready reference, others extremely inaccessible — this was the record situation which the writer found in a survey made almost two years ago in the central offices of the Cincinnati Board of Education. In the belief that situations similar to ours might also exist in other large city school systems which retain great volumes of records many years for historical, statistical, or reference purposes, this article was written to describe how the problem of caring for retired records was solved in our system.

Records Occupy Valuable Space

The immediate problem which stimulated the making of the record survey was the pressing need for additional desk space for new supervisory personnel in the central offices, and a determination that a mounting volume of records should not, figuratively speaking, crowd the personnel out of the building. In addition to the need for space, but hardly less important, was the fact that many retired records to which reference was frequently made were inadequately housed in extremely inaccessible places. Finding a desired record under these conditions was time consuming and contributed greatly to fatigue of personnel.

In a survey of this type it is important to learn what different records are being retained, the approximate number of such records, their size, whether they are printed on one or both sides, the manner in which they are housed, and the reasons for their retention. The last point should indicate if the records are retained as essential to the operation of the educational process, as is true of pupils' cumulative records and psychological case histories, if they are held for a specific number of years in accordance with state statutes as in the case of certain census records, or if they are retained through the process of maintaining good business procedure as in the case of pay-roll checks and other accounting forms. To determine these facts a survey form (another record!) was developed and sent to each department of the central offices.

The survey revealed that approximately three million retired records were in existence. If these records could be placed together in a central filing room, they would occupy about 880 square feet of floor space — certainly room enough to accommodate two offices or desk space for ten persons. But these records could not be so housed as this would necessitate the purchase of new filing equipment for many of the records and space for such a room simply was not available. The value and frequency of reference to many of these records precluded their destruction unless they could be replaced in some form which required less space.

Typical Retired Records

Typical of these retired records was a group of pupil's cumulative records consisting of approximately 150,000 8½ by 11 sheets for many of those pupils who attended our schools prior to 1940. These records had been sent to the central offices (space for them being no longer available in the individual school offices) to become the responsibility of the Census Department. However, current census records

were crowding this office and so the cumulative records were stored in glass cupboards and boxes in the business offices of the board in a distant part of the city. Since requests for information from these records averaged five per week and came from all sections of the United States from persons desiring verification of date of birth or of school record, it was deemed desirable to have them more readily accessible. The manner in which they were stored meant that an individual was required to spend a half day each week delving into dusty cupboards and boxes in another part of the city to locate the desired data.

Other records which were referred to constantly included the psychological case histories. Several hundred thousand of these occupied 70 four-drawer wood files and as many pasteboard boxes and took up the floor space of almost an entire floor in the central offices. These records, which are of inestimable value, represent many hours of time spent by trained personnel in their original preparation as they contain the results of all psychological tests, interviews, and conferences by the psychological staff and other data pertinent to an understanding of the special problems of individual pupils. Indicative of the extensiveness of these records is the fact that in many instances records of parents and even grandparents of pupils now in school are on file since these records are filed by families. Obviously, these records had to be retained either in their original form or by a less space-consuming method. Still larger volumes of records occupied needed space in other departments — approximately two million in the accounting department alone, and about ten thousand in the retired files of the teacher personnel department.

The foregoing examples are indicative of the large volume of retired records which had been accumulating for almost half a century, which it was deemed necessary to retain, and of the space consuming manner in which they were housed.

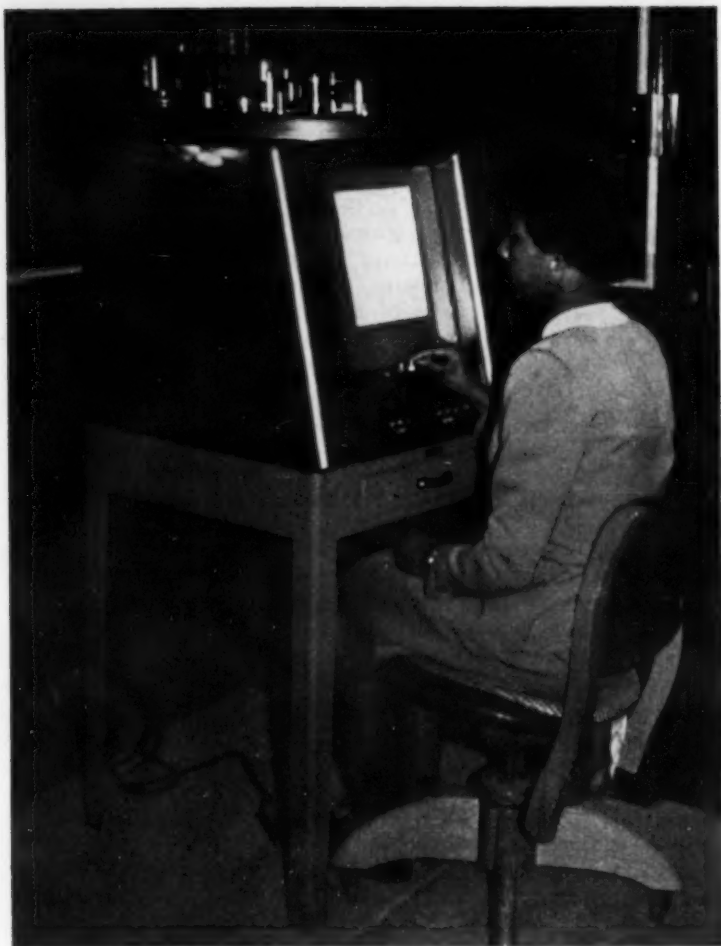
A Solution to the Problem

The findings from the survey of retired records led to the decision to investigate the feasibility of a microfilming program for these records and for future records which needed to be retained. The solution to the problem is not new — at least the practice of placing records on film for ease of reference, to conserve space, and to reduce housing and personnel costs has been used extensively in busi-



Birth records which formerly required 80 single file drawers now occupy 5 small rolls of film.

* Research Assistant, Cincinnati, Ohio, Public Schools.



The electrically operated "reader" speeds the location of desired information.



Pupils' cumulative records are being fed into the camera for microfilming. The processing machine at the right automatically develops a roll of film in an hour. Photo courtesy Cincinnati Better Schools.

ness, government offices, and industry, and to some extent in colleges and universities.¹ However, we believe that it is comparatively untried in the area of city school administration.

Before such a program could be set up it was necessary to survey the various methods of microfilming available, the types of equipment which could be rented or purchased, the specific job which the equipment offered by various manufacturers could perform, and the comparative costs of rental or purchase of such equipment. Each of these problems the writer studied in turn, actually trying all of the different pieces of equipment available, making test films of retired records, computing the rolls of film needed to microfilm the entire "backlog" of records, making cost studies and estimates of the time that would be needed to place all of the records on film.

Equipment Is Purchased

As a result of the record survey and a comparative cost study of rental vs. purchase plans, the board of education spent over \$5,100 to purchase the three pieces of equipment pictured and two additional

¹ Herbert A. Tonne, "Microfilm—Its Possibilities and Limitations," *The Journal of Business Education*, Apr., 1946, pp. 24-26.

film "readers." The camera into which the cumulative records are being fed will photograph materials up to 14 inches wide by any length at a reduction of $\frac{1}{4}$ th the original size. After all pictures are taken the 35mm. film which contains 6000 images of $8\frac{1}{2}$ by 11-inch material or about 23,000 pictures of 4 by 6-inch cards is developed in one hour in the processor shown at the right of the camera. Operation of the processor is completely automatic and the film comes from this machine ready to be placed on the film "reader" or filed in an ordinary file drawer. Labeling on the film box in which the completed film roll is stored indicates the indexing and the contents of the film. The film may be sped rapidly in either direction on the film reader by merely pressing the proper button, thus saving time and reducing operator fatigue to a minimum. The films used meet National Bureau of Standards specifications, will last indefinitely, resist chemical deterioration, and are noninflammable.

Savings Are Threefold

The savings realized through installation of this equipment to perform the complete micro-filming process may be measured in terms of space, time, and money.

Since the equipment was installed, all of the pupils' cumulative records mentioned earlier have been placed on 29 rolls of film and now occupy a single card file drawer or less than two square feet of floor space. This is about two per cent of the space formerly occupied by these records! The original documents have been destroyed and instead of spending a half day each week in a dusty warehouse to find a pupil's record, the data can be readily located the moment it is needed by scanning a roll of film in one minute or the entire volume of cumulative records in 30 minutes. Thus the space needed for these records has been reduced 98 per cent and the time required to locate a particular record is almost negligible.

It is estimated that the entire backlog of records, when filmed, will fill 400 rolls of film and require less than 20 square feet of floor space. Thus this process will achieve a saving in floor area of 860 square feet. The contrast in space saved is further illustrated by the picture showing the number of files formerly needed to house ten years of birth records in the Census Department (about 80,000 cards 4 by 6 in.) and the five rolls of film which now contain these records.

(Concluded on page 66)

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Better Lighting for Better Seeing—II

John C. Almack*

PART II. VISUAL REQUIREMENTS OF SCHOOL LIGHTING

In Part I of this paper two trends in school lighting were noted: (1) high artificial lighting intensities, and (2) bilateral natural lighting, with the main windows oriented to the north. The conclusion was advanced that low light intensities are not harmful to the eye, and that direct sunlight in classrooms is indispensable to good health. In Part II the writer will undertake to show how much light is necessary to good vision, and how light is related to other aspects of visual functioning.

1. How Much Light Is Required for Seeing?

The assumption which seems to govern decisions in respect to the quantity of light for seeing is this: Since some light is required, more is a great deal better; that is, visual efficiency varies directly with light intensity. In the extreme form, this principle is unsound. The human eye is the product of evolution over a long period of time. It scarcely can have changed its nature in the few years since Edison invented the electric light. If high light intensities are essential to good vision, why should all the controls of the eye be used to exclude light and reduce the amount falling upon the retina?

Perhaps it would be impossible to catalog all responses to light that are made by the human organism, but in order of evolution from the most primitive to the recent, visual responses to light appear to take this form:

- a) Sensibility to light and shade
- b) Sensibility to movement
- c) Sensibility to form
- d) Sensibility to color

To have a complete and therefore adequate "seeing" situation would call for favorable conditions for all of these responses.

The general relationship between neural inciter and response has been stated by Bayliss.⁷ To produce a propagated disturbance in the receptor neurone, he says, requires that a mechanism of some sort shall be present in which changes shall be produced of sufficient magnitude to excite the nerve fibers, although the incident energy itself may be far too small to do so if it acted directly on the nerve.

The quantitative value of this stimulus was found in 1911. To quote Sheard:⁸

*Professor of Education, Stanford University, California.
⁷W. M. Bayliss, *Principles of General Physiology*, p. 512 (London: Longmans, 1924).

⁸Charles Sheard, *Life-Giving Light*, p. 39 (New York: Century).

"Henri and Languier des Bancelles stated that the amount of light equivalent to 5×10^{12} erg . . . is able to stimulate the retina." This is "a decimal point followed by 11 ciphers and then the figure 5, the erg being the amount of energy expended in lifting a pound a distance of $\frac{1}{13,560,000}$ of a foot. The limiting light sensitivity or response to light is measured by the energizing stimulus corresponding to the ejection of one electron from the retina."

This authority also says that "Other investigators place the energy of light necessary to stimulate the retina at 10^9 erg or the equivalent of the amount of energy which, continuously expended, would require 60,000,000 years to raise the temperature of $\frac{1}{15}$ ounce of water one degree F."⁹ Bayliss writing several years earlier described the retina as "about three thousand times as sensitive as the most rapid photographic plate."¹⁰

Hecht cites Langley in summary of the foregoing to the effect that "The number of light quanta necessary for minimal visual stimulus is relatively small."¹¹

Schlaer quotes Troland as having proposed "the photon (1916) as a unit of retinal brightness, and expressed it as external brightness in millilamberts times $10^{10.1416}$ times the pupil area in square millimeters."¹² He further says that "at intensities above 1000 photons, illumination is no longer a controlling factor in visual acuity."¹³

Another unit of illumination has been used by Hecht. He calls this unit a *quantum*. It is defined as the amount of light absorbed by one rod. Of this he says, "The number of critical events in the retina required to produce a visual effect lies between five and seven. . . ."

Further, he says "It is unimportant that the intensities delivered to the cornea are very much higher than these values, . . . since most of the light incident on the cornea does not ultimately contribute to the initiation of the visual act. . . ."¹⁴

Hecht, Schlaer, and Pirenne explain that a very small quantity of light operates to produce vision no matter to how much light the eye is exposed. "About four per cent of this incident light," they say, "is reflected by the cornea; almost 50 per cent is absorbed by the lens and other ocular media; and of the rest (46 per

cent), at least 80 per cent passes through the retina without being absorbed. If corrections are made for these losses, the range of 54 to 148 quanta at the cornea become 6 to 14 quanta absorbed by the visual purple of the retina."¹⁵

Once enough light has been provided for effective seeing, very large amounts must be added in order to produce a just detectable difference in sensation. The law may be put in these words: "To excite a series of sensations differing by equal increments, the stimuli must increase in geometric proportions." To illustrate, if one can just detect the difference between 10 and 11 foot-lamberts, it would be necessary to add 64 foot-lamberts to 80 before a difference in the illumination could be observed.¹⁶

If this is a sound principle, assume that one has 64 foot-lamberts of lighting in a classroom. If he wishes to increase the intensity of the light, he should add 80 foot-lamberts, but there would be no value in adding more than that to produce an effect unless he went far beyond all reasonable bounds.

2. Visual Purple and the Seeing Process

The admission of light to a classroom is a simple process compared with the action of the visual mechanism. What takes place after light reaches the retina is particularly complicated and not well understood. Collins says,¹⁷

The reaction . . . is a photo-chemical one, very like that which takes place in the photoelectric cells that are used for television and numerous other purposes. The rods and cones contain a chemical compound called *visual purple* or *rhodopsin*. It is this substance which converts the energy of light waves into electric impulses.

Many investigators have shown that the pigment, visual purple, is sensitive to light, and it is owing to this sensitivity that images of objects can be made on the retina. These images are known as *optograms*. The effect of light on visual purple is to bleach it, whereby it loses some of its efficiency. Bayliss says, "The color disappears rapidly (in light). . . . Solutions of the pigment recover their color when allowed to stand in the dark."¹⁸

Wald also says that "On exposure to intense light in the retina or in solution, rhodopsin (the active principle of visual purple) bleaches very rapidly to orange or yellow. . . ."¹⁹

⁹*Ibid.*

¹⁰*Op. cit.*, p. 512.

¹¹Selig Hecht, "Energy Relations in Vision," p. 3.

¹²Simon Schlaer, "The Relation Between Visual Acuity and Illumination," p. 165.

¹³Schlaer, "The Relation Between Visual Acuity and Illumination," p. 165.

¹⁴*Op. cit.*, p. 17.

¹⁵"Energy, Quanta, and Vision," p. 832.

¹⁶Cl. Bayliss, *op. cit.*, p. 513.

¹⁷A. F. Collins, *Experimental Optics*, p. 23 (Appleton-Century, 1934).

¹⁸*Op. cit.*, p. 520.

¹⁹George Wald, "Area and the Visual Threshold," p. 46.

The inferences from the foregoing are clear enough. Exposure to light takes away the seeing properties of visual purple, and intense light leads to rapid deterioration of its active principle, rhodopsin. The effectiveness of visual purple is restored in the dark. The eye "blink" and closing the eyes when one is in a lighted area aid in maintaining the visual purple; the latter not entirely, for the eye cannot be completely closed. Relief and return of effectiveness come with lower light intensities.

3. Rods and Cones and the Seeing Process

Bayliss says that visual purple is found only in the rods. "Since it is not present in the cones," he says, "it is absent from the region of sharpest vision, the *fovea centralis*, though one authority says it may diffuse into the fovea from the surrounding rods. The rods themselves, Edridge-Green regards as being concerned only with the formation of pigment and not receptor organs for light."²⁰ There is disagreement on this point.

In general, the theory is that rods and cones perform special visual functions. Walls says that "Nocturnal vertebrates had many rods, and few cones or even none. Diurnal species had many cones and might even lack rods entirely. Schultze suggested that the cone is the receptor for photopic (bright-light) vision and that the rod is the organ of scotopic (dim-light) vision. To this he adds a corollary hypothesis that the cone alone is responsible for color vision."²¹

Hecht and others in establishing the validity of the quantum as a unit of measurement, refer to the functions of rods and cones. They say, "The small number of quanta (5 to 14) required for seeing in comparison with the large number of rods involved (500 in a 10 minute area) precludes any significant two quanta absorptions per rod, and means that in order to produce a visual effect, one quantum must be absorbed by each of the 5 to 14 rods of the retina."²²

One is justified in concluding here that minute quantities of light are required for seeing, and that regardless of how much light may be present, there are definite limits on the amount that can be used.

4. High Light Intensities and Muscle Strain

The quantity of light which falls upon the retina is regulated to some degree by the area of the pupillary opening. The muscles which control the area of the pupillary opening relax in dim or low light and contract in strong light. Thus, the only possibility of muscular strain or fatigue here occurs when the light is so bright as to cause the muscles to contract

in order to decrease the size of the pupil. The stronger the light, the greater the strain. This is explained by Walls:²³

The regulation of the size of the pupil . . . is accomplished by contractile elements in the iris. Some of these are full-fledged involuntary muscle cells. . . . Contraction of this muscle reduces the diameter of the pupillary circle, though there is an obvious minimum below which it cannot be further reduced; so a circular pupil like that of man cannot be closed entirely.

The brightness of the image on the retina is affected by the sharpness of focus, which depends upon the crystalline lens. Walls states that "only the central part of the lens is optically good. . . ." He further explains that the image will be weaker with a smaller pupil (the condition in strong lighting). He holds that "a wide dilation of the pupil affects the illumination of the image more than the area or size of the visual field it subtends. . . ."²⁴ This means that a low light intensity produces a larger pupil and a sharper image on the retina.

Evidently a worker in a fully lighted room also requires lower intensities than a worker in an area only part of which is brightly lighted. He has a much wider visual field in the first situation. Wald also says, "Increase in the visual field results in orderly decreases in the threshold for light and color. . . . In every case, the effect of increase in area (within limits) brings an improvement in visual performance."²⁵ One of the practical implications is that individual lighting of desks and machines is undesirable in most instances.

5. Electrical Changes in the Seeing Process

It is evident that the seeing process is too complex to insure its effectiveness by merely introducing north light or 50 foot-lamberts on the desk. Holmgren and others have observed that the incidence of light is accompanied by electrical changes in the retina, in such direction that the nervous layer of the retina becomes positively charged while the rod and cone layer are negatively charged. This state lasts during the illumination and disappears when the light is removed.

Commenting on these facts, Bayliss says that the condition "is probably due to a photo-chemical reaction. If so," he continues, "one may assume that according to the intensity of the illumination, an equilibrium will be established at such a position that the rate of recombination of the chemical substances is equal to their rate of decomposition."²⁶ This state of balance would have been evolved over a long period of time and is most likely to be found when light intensity is low.

6. Detail in the Visual Process

The term sensitivity is applied to the ability of the eye to respond to light as that light is slowly dimmed. It involves

threshold of stimulation. There is another term of great importance in vision. It is *acuity*. This means the ability to continue to see separately and unblurred details of a visual object as those details are made smaller and placed closer together. Acuity has the sense of "resolving power" in seeing. Schlaer refers to acuity as follows:²⁷

The ability of the eye to distinguish detail is dependent among other things, on the intensity of illumination falling upon the object. The measure of this ability is called *visual acuity*, and is expressed as the reciprocal of the angle (in minutes) subtended by the finest detail distinguishable.

Objects appear flat in high and evenly diffused light, while uneven distribution facilitates perception of form. Schlaer and others put it this way: "Visual acuity is improved by conditions designed to show image contrast."²⁸ In general form, the preceding principle has been stated as Fechner's law:

The whole perception of visible things depends upon the difference in illumination and relative intensity of light waves reflected from one portion of an object as compared with another.

Practically speaking, north light evenly diffused might not materially affect seeing of print and color on flat surfaces. They would prevent full perception and appreciation of perspective in paintings and drawings, and would definitely reduce perception of form as of tools and three dimensional objects. Work with tools, laboratory equipment, and with machines would become more difficult. Persons not understanding the principles involved would, when seeing became difficult, tend to look for a remedy in more light.

There seems to be a glaring inconsistency between high light intensities and the activity program, in which work with things tends to supplant work with books. It is true education calls for the use of all the senses, not for the use of the visual sense alone. Proper physical development is vital to sound education. Likewise, mental and physical hygiene and growth demand sunlight and good ventilation.

Good health and good seeing both seem to be opposed to north lighting in classrooms. Its justification calls for a return to outmoded ideas concerning educational objectives and processes. Only fungus plants thrive where sunlight is forbidden. The great principles which govern all higher forms of life require sunlight to make them function. There is a conflict between the principle of vital activity and unsunlighted rooms. Let us again open the schools to the source of activity and energy — *the sun*.

High light intensities in classrooms are unnecessary to good seeing and may be detrimental. Complete evenness of diffusion interferes with perception of detail.

(Concluded on page 66)

²⁰Op. cit., p. 521.

²¹G. L. Walls, *The Vertebrate Eye and Its Adaptive Radiation*, p. 64 (Cranbrook, 1942).

²²Op. cit., p. 838.

²³Op. cit., p. 17.

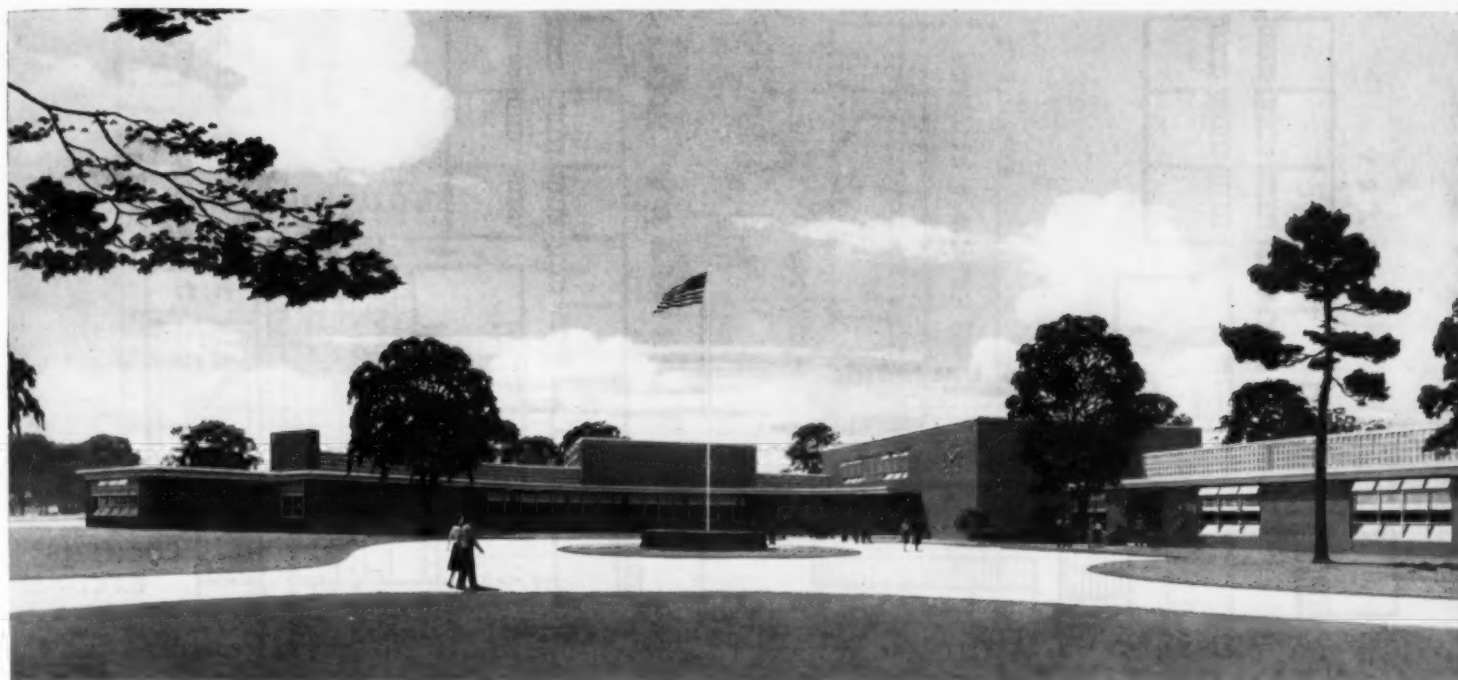
²⁴Op. cit., p. 17.

²⁵Op. cit., p. 269.

²⁶Op. cit., p. 522.

²⁷Simon Schlaer, "The Relation Between Visual Acuity and Illumination," p. 165.

²⁸Simon Schlaer, Edie Smith, and A. M. Chase, "Visual Acuity and Illumination in Different Spectral Regions," p. 567.



Perspective, Elementary School, New Canaan, Connecticut. The covered loading platform and the main entrance are in the middle of the picture. — Sherwood, Mills & Smith, Architects, Stamford, Connecticut. O'Connor & Kilham, Consulting Architects, New York, New York.

Steps in Planning an Elementary School Building

The Elementary School, New Canaan, Connecticut

EDITOR'S NOTE: The processes of planning an elementary school building are rarely appreciated by school boards because so many of them never come to the attention of the individual member. In this three-part article are presented (1) the preliminary planning of the schematic layout of a complete and entirely modern elementary school; (2) the special planning of the classrooms; (3) the resulting plan accepted by the board of education, with some attention to the construction, materials, and finish. The article will not consider the educational planning nor the financing which would make interesting articles in themselves.

The Need Outlined

The planning of an elementary school for New Canaan, Conn., dates back to the war years when crowded conditions of the existing school plant and growth in school population accentuated the need for an enlarged physical plant. A study report of 1945 and another of 1947 showed clearly the plight of the school district with respect to elementary classrooms. During a 10-year period, the school population grew 42 per cent without

any increase of available classrooms. The school board realized that during the decade from 1947 to 1957 even greater increases would take place, so that positive action could not be postponed.

The Site Chosen

The board of education made a detailed study of three possible sites for the proposed building. Seven considerations were used as "musts":

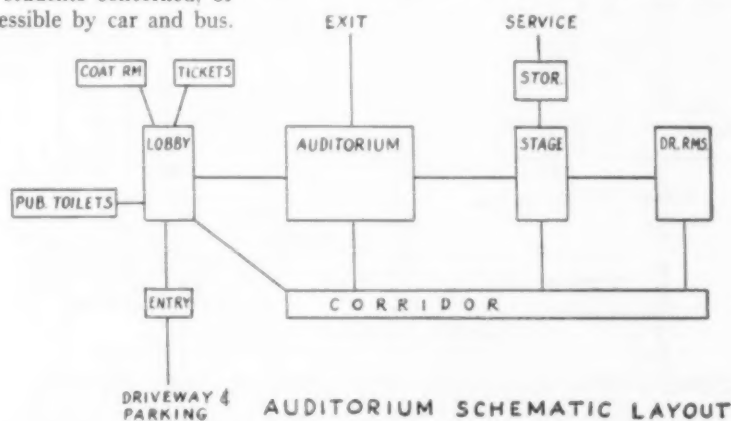
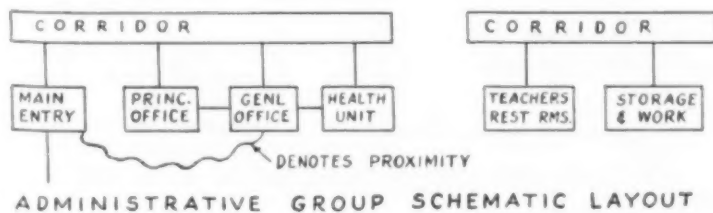
1. The site should be so located as to provide maximum availability for the school population it is intended to serve.
2. The site should be within walking distance for most of the students concerned, or it should be easily accessible by car and bus.
3. The site should avoid traffic and geographical hazards such as heavily traveled highways, railroads, and rivers.

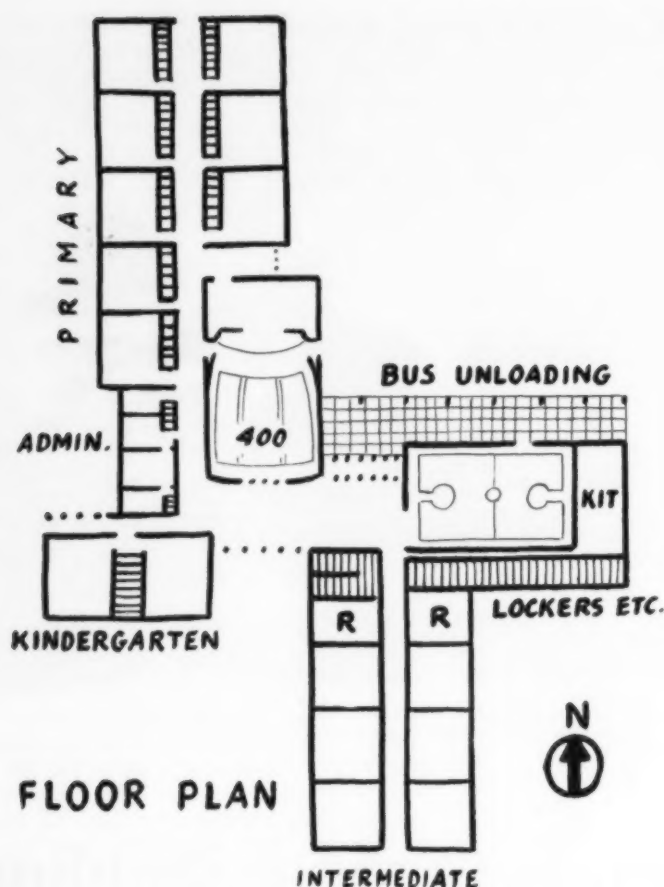
4. The site should be selected with reference to existing school units, and it should fit into an over-all building plan for the school district.

5. The site should be located as to provide a slightly location for the school building. It must be large enough to provide for possible building expansion, for playfields, and space for community recreation.

6. The topography of the site should be such that grading and drainage are effected easily and without excessive cost.

7. The cost of the site should be reasonable. One of the sites under consideration met all of the seven criteria and was purchased in 1943, at a cost of \$12,000. The plot, which





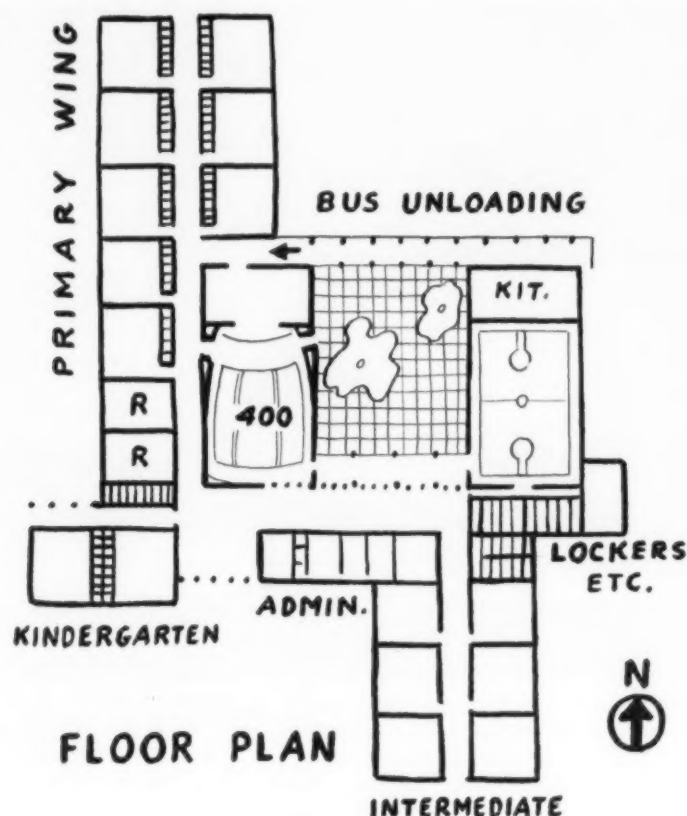
Scheme No. 1 helped in final arrangement.

measures 12 acres, slopes moderately to the west and gently to the south. It is served by three streets on the east and by one street to be laid out from the west. The property is served by water, electricity, sewer, and telephone from the three streets on the east. Drainage is satisfactory, and a stand of large hardwood trees on the southwest and west portions of the land beautify the grounds and dignify the setting of the building. The

structure has been placed in the east central part of the plot to permit of satisfactory access, maximum play areas on the south and west sides, and a minimum loss of large trees.

Educational Space Requirements

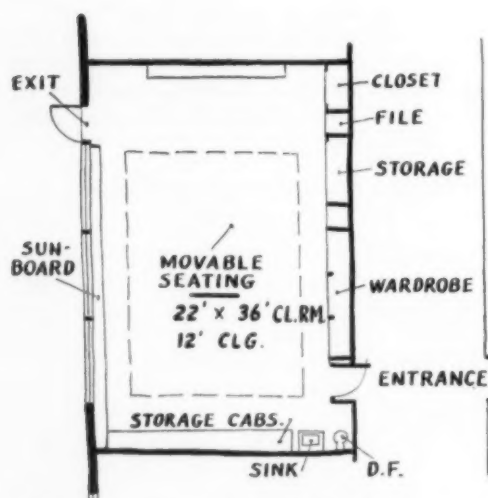
The educational planning carried on by the superintendent of schools and approved by the board of education was completed long in advance of architectural studies. The require-



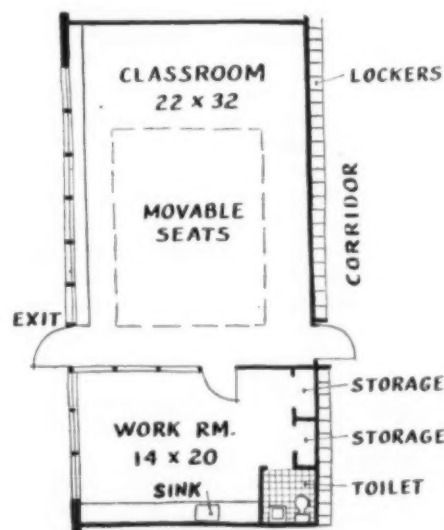
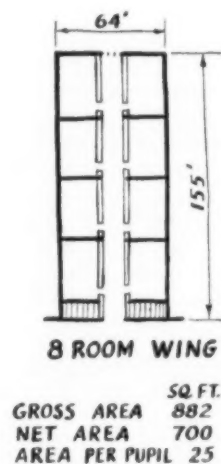
Scheme No. 4 was compact.

ments received by the architects included:

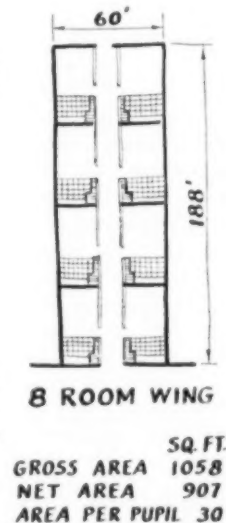
1. Two classrooms with facilities for kindergarten
2. Fourteen classrooms for grades 1 through 6
3. Two small reserve classrooms for conferences or supplementary instruction
4. Two teachers' rooms
5. Administration unit containing (a) general office; (b) teachers' workroom; (c) principal's office and toilet; (d) health clinic, containing waiting room, dressing cubicles, rest area, examination room, toilet.
6. Auditorium unit containing: (a) audi-



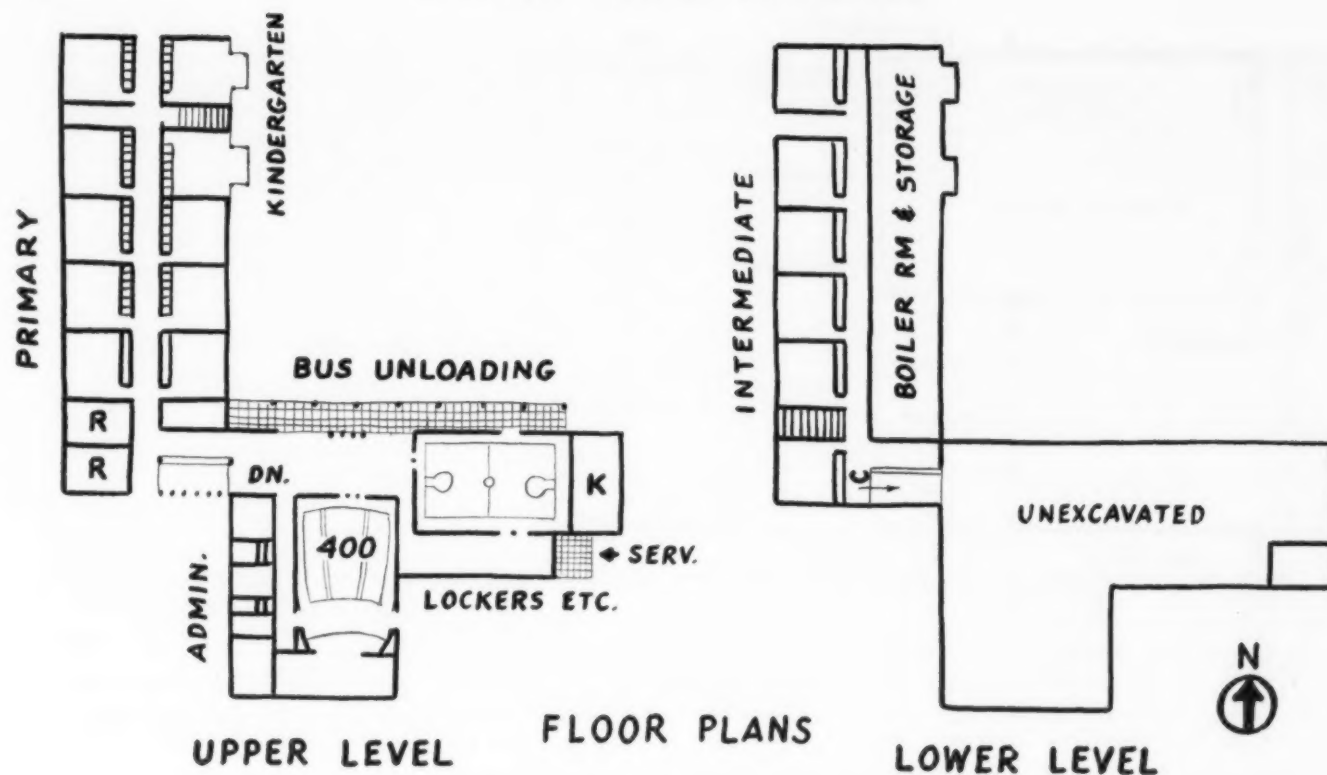
CONVENTIONAL CLASSROOM WITH LIGHTING FROM ONE SIDE



CLASSROOM WITH ADJOINING WORK ALCOVE - LIGHT ONE SIDE



Two conventional solutions of the classroom design problem.



Scheme No. 9, with a two story classroom wing, was discarded as wholly undesirable.

torium, seating 400 with sloping floor and fixed seats; (b) large stage; (c) storage facilities for stage and musical instruments; (d) small office for music teacher; (e) dressing rooms; (f) cloak room and toilet facilities for the public; (g) ticket office; (h) stage facilities.

7. Combination playroom-cafeteria unit containing: (a) a gymnasium or playroom for three classes at once; (b) folding cafeteria tables to accommodate 150 to 200; (c) locker rooms and toilets for boys and girls; (d) office for physical education; (e) athletic storage facilities; (f) kitchen and serving area with separate entrance drive, dressing room, and toilets for kitchen help.

8. Janitor-storage facilities: (a) storage rooms; (b) cleaning closets; (c) workshop; (d) janitor's toilet; (e) boiler room.

9. Bicycle sheds

10. Service shed for outside maintenance equipment

11. Playgrounds: (a) separated according to age; (b) paved play areas for use during wet weather.

12. Parking for teachers and guests

13. Driveway and turnaround designed to facilitate the handling of buses.

A school driveway was laid out along the east side of the property and a through street was planned across the north boundary for service purposes.

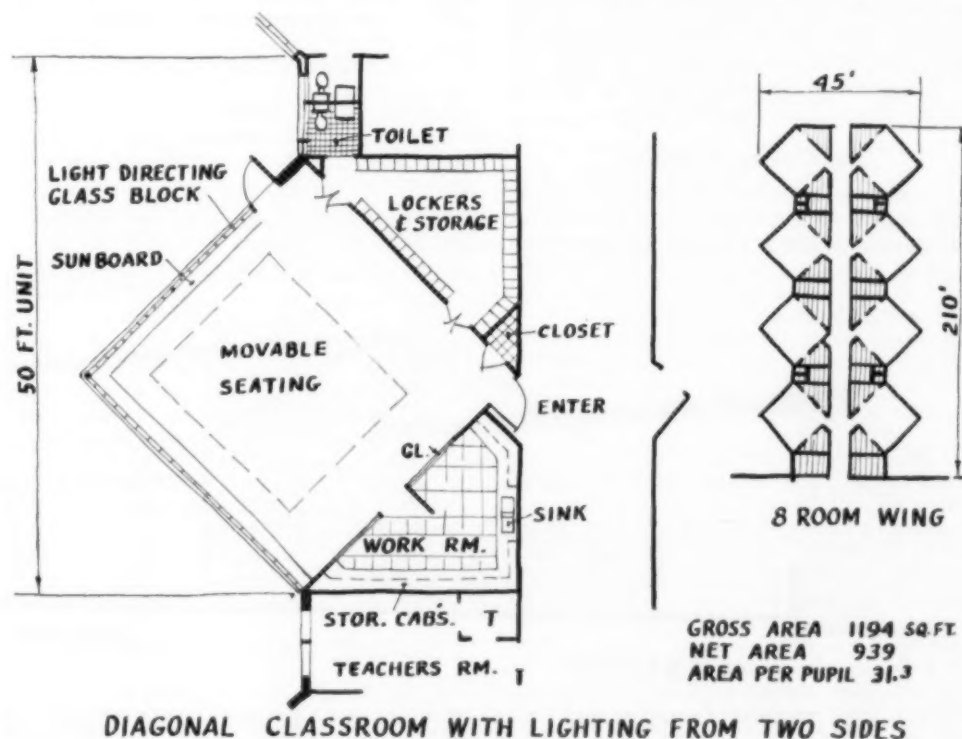
II. THE ARCHITECTURAL STUDIES

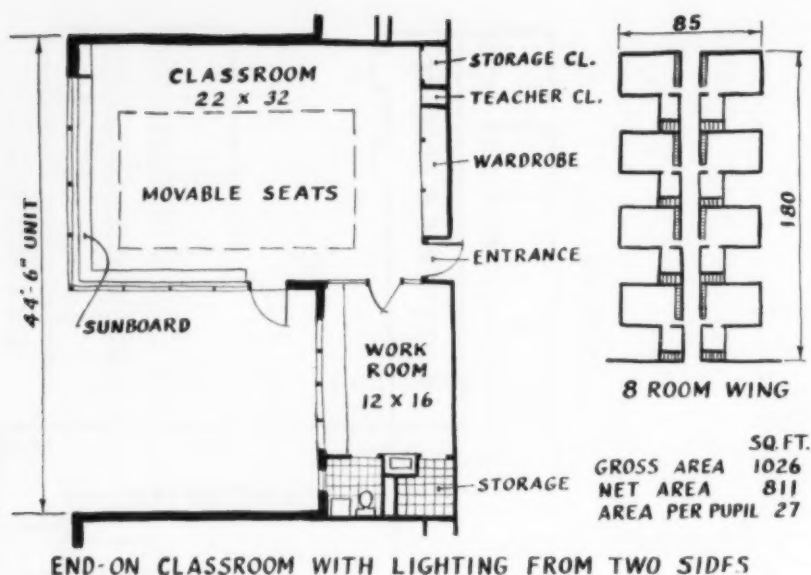
With the educational requirements in hand and the site planning accepted by the board, the architects proceeded to plan: (1) the desirable relationships of the main elements of the

building; (2) the classrooms; (3) the construction and engineering problems; (4) the economic or cost results. Each main element was laid out schematically with the minor elements indicated. The accompanying illustration of the scheme for the administrative area will illustrate the method. It was established after the following six criteria had been accepted from the school authorities: (1) the general office should be near the entrance; (2) direct access general office to principal's office;

(3) direct access general office to health clinic; (4) general office convenient to teachers' workroom; (5) separate access to principal's office; (6) central location between kindergarten, primary, and intermediate classrooms for control.

Similar criteria were worked out for the (a) auditorium, (b) playroom-cafeteria, (c) kindergarten, (d) primary classroom unit, (e) intermediate classrooms unit. (See the cut of the scheme of the auditorium.)





The Floor Plan Schemes

As a second major step, the acceptable schemes of the elements were combined into floor plan schemes for the entire building. Eight distinct general plans were studied for a one-story building and one plan was made for a partial two-story building, before the tenth and final plan was accepted by the school authorities. These general plans were subjected to rigid scrutiny to bring out advantages and disadvantages of safety, economy, administrative convenience, public utilization of the larger rooms, flexibility for possible changes in use, etc. In other words, both the architects and the school executives brought to bear their wide experiences and their planning sense to develop a plan that would result in a thoroughly workable school building—comfortable and effective for children, teachers, and the public. The advantages of the final plan will be readily understood in the drawings to be reproduced in Part III of this paper. Space permits the showing here of only three of the discarded schemes.

The Classroom Studies

As the class is the unit of elementary school organization, so the classroom is the unit of schoolhouse planning. The New Canaan school building committee held firmly to the idea

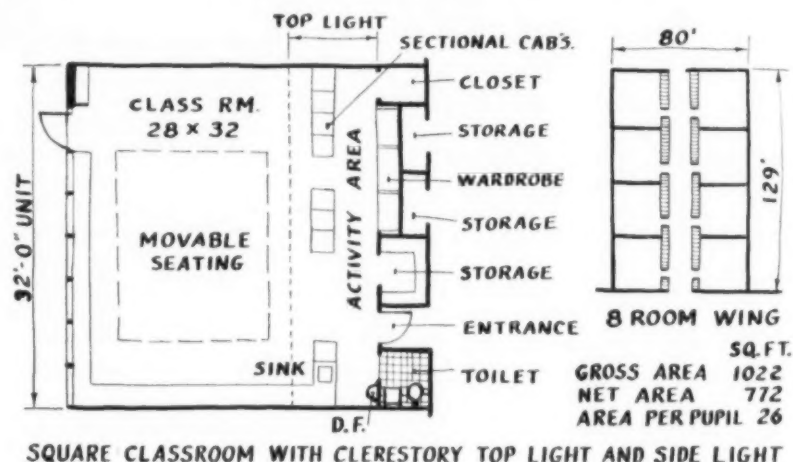
that the problem of planning the new elementary school would be solved in proportion as it found a classroom which would exemplify these seven needs: (1) maximum flexibility; (2) convenience; (3) uniform lighting;

(4) economy; (5) intimate character; (6) low maintenance; (7) adequate storage space. They asked that the superintendent of schools and the architects prepare plans for and analyze the several types of classroom layouts. The architects selected five types for comparison (see cuts of plans): (1) conventional

type with light from one side; (2) rectangular type with adjoining work alcove; (3) end-on-type with light from two sides; (4) diagonal type with light from two sides; (5) square type with light from one side and top.

The committee selected the square classroom as the best solution of the local instructional problem. The square shape allowed the greatest flexibility and also produced the most uniform lighting conditions over the entire floor area. The introduction of top light in the inner third of the room also produced these substantial economies:

1. A low ceiling (10 feet) means less exterior wall height.
2. Intimate character. (The ceiling height is in scale with small children.)
3. Minimum perimeter of exterior wall construction.
4. Minimum corridor length.
5. A system of cantilevered roof allows short spans and lightweight beams.
6. Nonstructural partitions permit complete flexibility.
7. Toilets for each classroom area mean better control, more convenience, and fewer total plumbing fixtures.



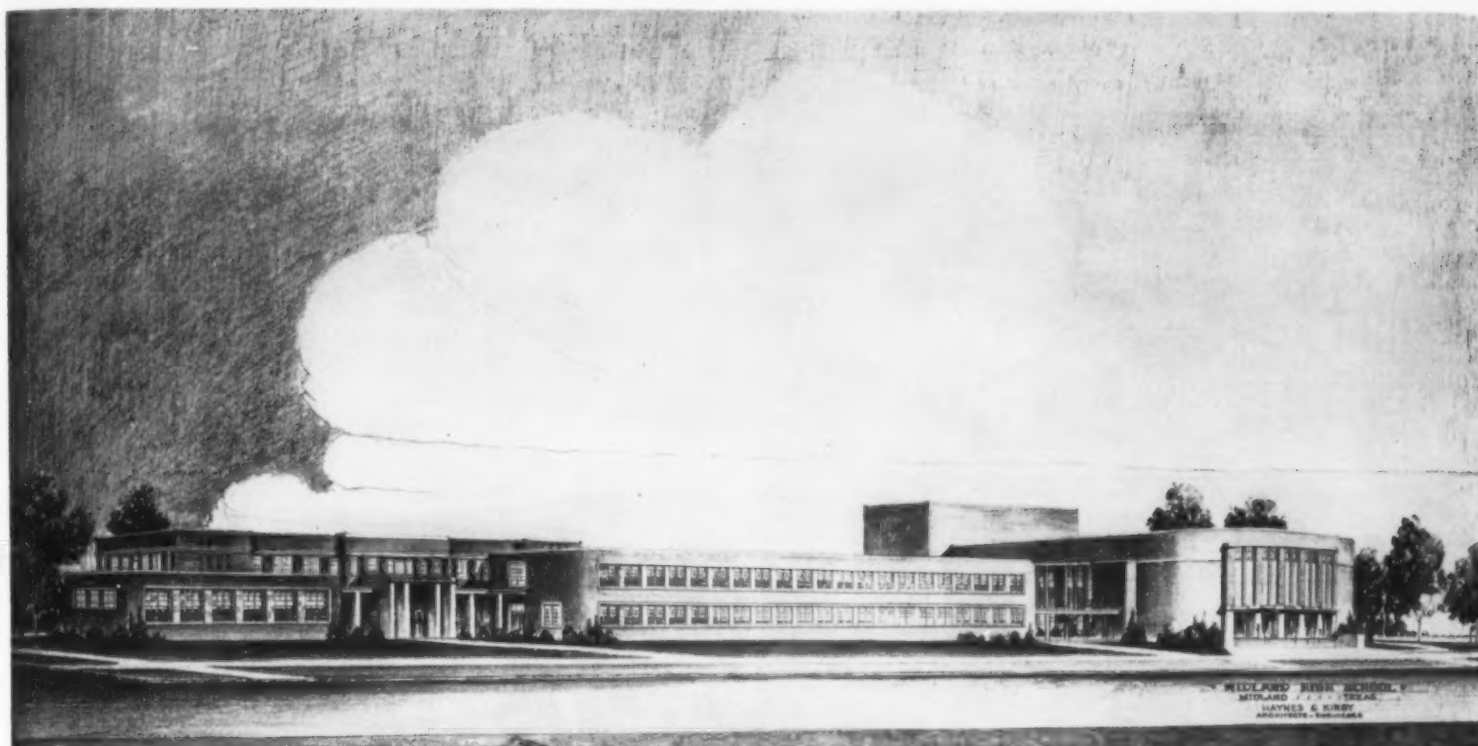
One-Story Building

The building committee finally decided on a one-story building. It was felt that the consideration of safety, convenience, and better classrooms more than justified the increased

(Concluded on page 66)



SECTION THROUGH SQUARE CLASSROOM SHOWING CLERESTORY LIGHTING



Architect's Perspective of the new Midland Senior High School, Midland, Texas.—Haynes & Kirby, Architects and Engineers, Lubbock, Texas.

Midland Builds High School

West Texas as a result of world demands for oil, cotton, and meat, has boomed in recent years. The city of Midland has shared in this growth and its school system has been obliged to meet endless problems growing out of the increase in population. Since 1943 the scholastic population of the Midland Independent School District has risen from 2478 scholastics to 4524 in 1949—an increase of 82 per cent.

Since 1946, Midland has completed or has under construction school buildings costing \$1,824,000. In 1947, two elementary schools were completed; in 1948 the Midland Memorial Football Stadium with a seating capacity of 10,187 persons was opened. During the year 1949-50, a new high school, with a new gymnasium and an auditorium seating 1800 persons, is being completed.

The assessed valuation of the Midland Independent School District has jumped from \$10,250,000 in 1943 to more than \$27,000,000 in 1949. An expansion of the services of the schools paralleling and even exceeding the increase in population has been in progress since 1943. In 1948, a Superintendent's Advisory Council was formed, consisting of a member of each of the elementary and high school faculties. The superintendent and the Council meet regularly and have been responsible for the democratic formulation of much of the school policy now approved by the board of education. The work of the Council has been accompanied by a considerably increased sense of satisfaction and responsibility

on the part of teachers, administrative staff, and the board of education.

Since September, 1947, the schools have conducted an intensive in-service training program, under the direction of Dr. James Knight, of the Extension Division of the University of Texas. Dr. Knight and his staff have furnished expert consulting service and more than 72 per cent of the teachers participated actively in the second year of the program. In August, 1949, a group of 65 teachers took part in a three weeks' workshop, under a staff of five instructors from the University.

The schools since 1947 have carried on a program of special education for exceptional pupils who are, for one or another reason, unable to take their places in the regular classes. Since 1948, the Midland schools have employed a visiting teacher to handle the absentee problem and to help children in families where social problems are the cause of extended absences or even withdrawals.

During 1949-50, the Midland schools employed a director of instruction, a director of music, and a supervisor of art. Each of these three serve to co-ordinate the work on the elementary level and to provide a uniformity of purpose next to impossible without central organization and co-ordination.

The New High School Building

The educational planning for the new high school building was carried on during 1946-48, under the direction of Supt. Frank Monroe,

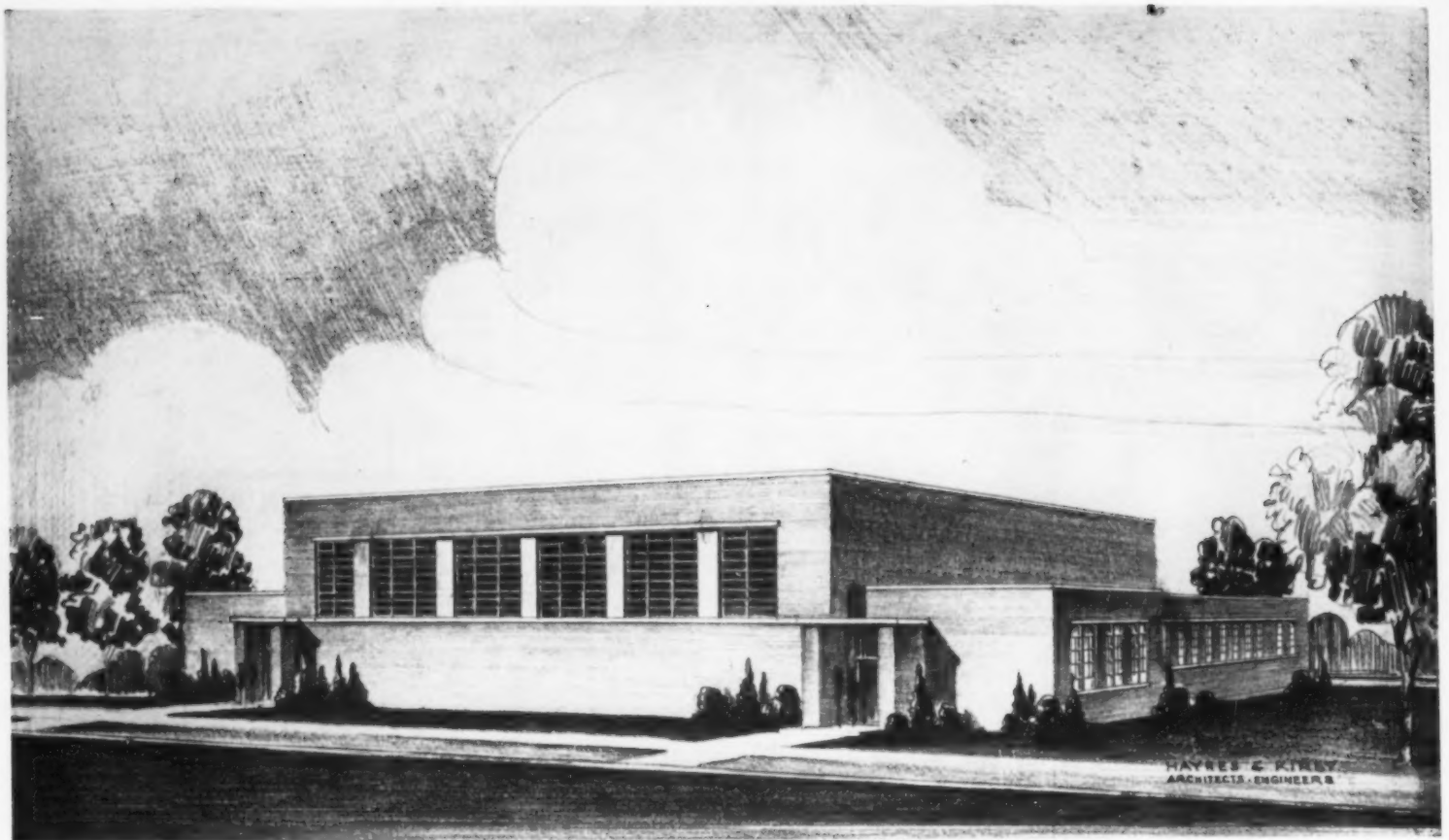
who has been responsible for the general educational advances in the entire school system. The architectural planning was done by Messrs. Haynes & Kirby, architects and engineers, Lubbock, Tex., and the local business problems connected with the structure were handled in the office of the director of business, W. D. Pitman.

The nucleus of the new high school is the small, original high school building, which was physically in perfect condition and which could be added to effectively by transforming the classrooms and laboratories into academic classrooms.

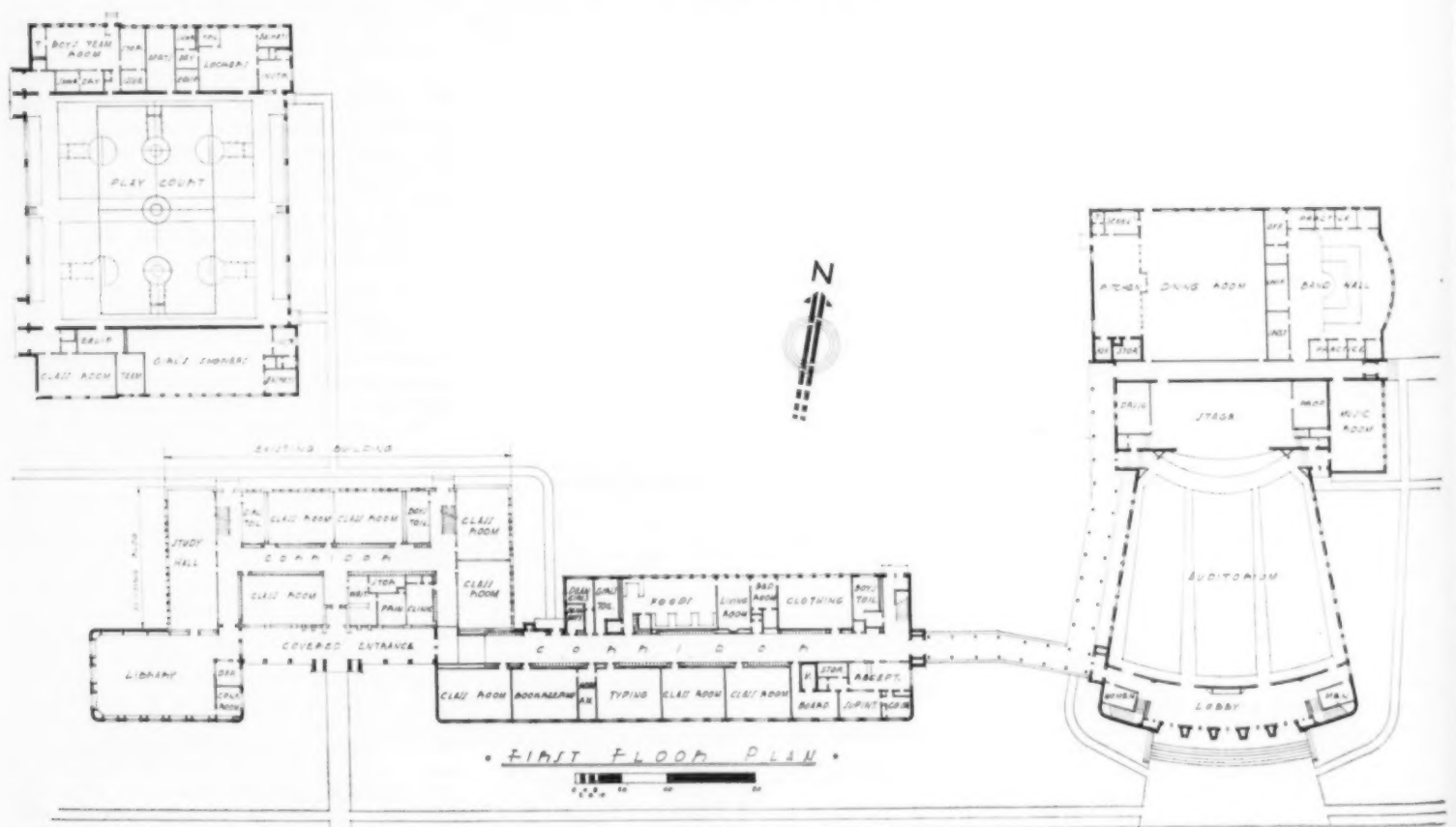
The building which really consists of three units—a gymnasium, a classroom building, and an auditorium with rooms for music and cafeteria—occupies a site approximately 600 by 600 feet. The school itself is a four-year standard high school, offering a state accepted program.

The building is in modern design, with a brick facing and granite trim. The windows are steel, and the roof is asphalt and gravel.

The auditorium building has a complete stage, orchestra pit, motion picture projection booth. It has a seating capacity of 1800 and careful attention has been given to acoustics and ventilation. Adjoining the stage is a vocal music room. In addition, there is a large band hall with eight practice rooms, an office for the music director, a storage room for uniforms, etc. Near by is the large cafeteria fitted to seat approximately 500 pupils. The



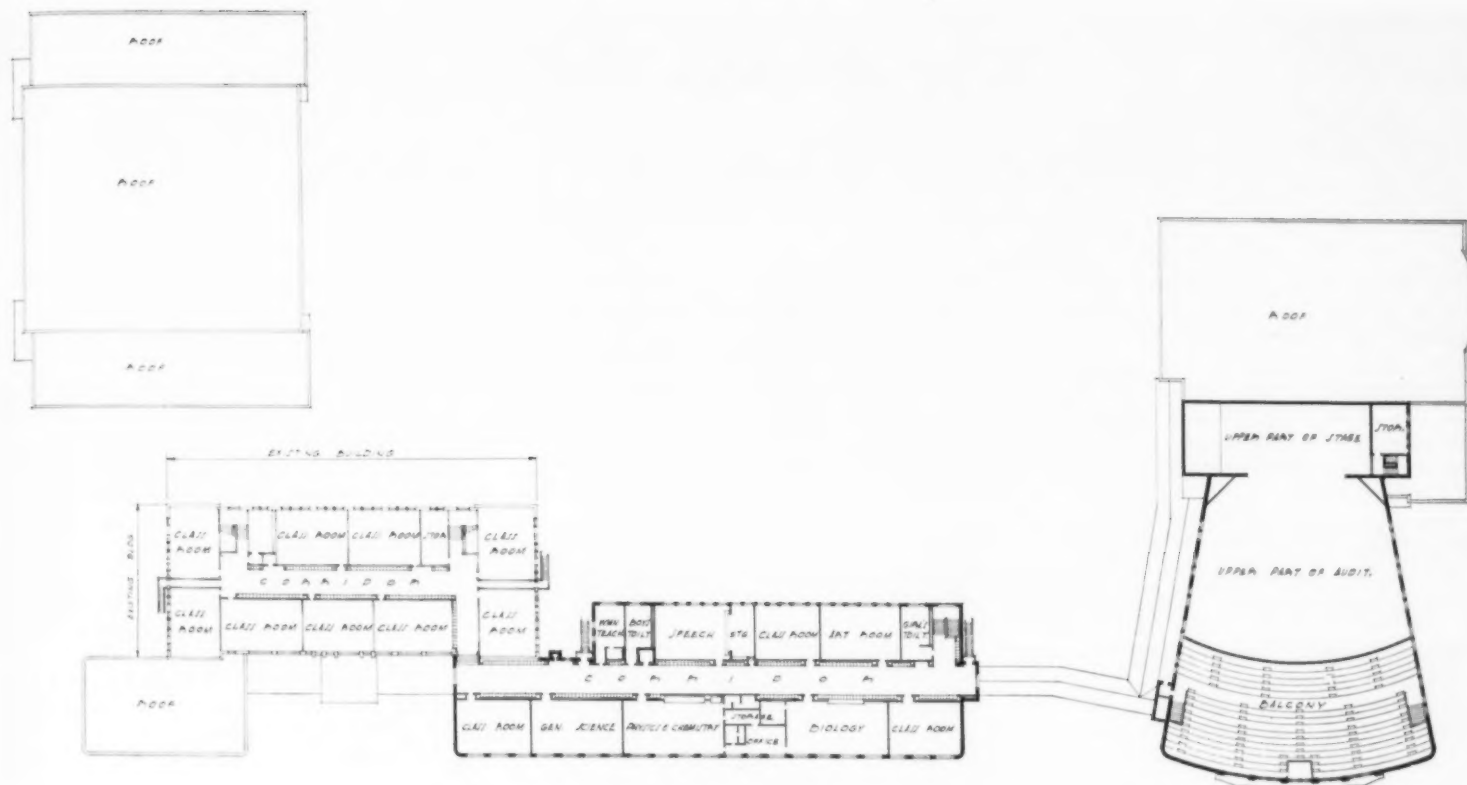
Architect's Perspective, Gymnasium Building, Midland Senior High School, Midland, Texas. — Haynes & Kirby, Architects and Engineers, Lubbock, Texas.



First Floor Plan, Midland Senior High School, Midland, Texas. — Haynes & Kirby, Architects and Engineers, Lubbock, Texas.

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Second Floor Plan, Midland Senior High School, Midland, Texas.

kitchen is equipped with the most modern gas ranges, dishwashers, a walk-in type refrigerator, etc.

The classroom building is joined to the auditorium by means of a covered walkway, which leads also to the cafeteria and music rooms. On the first floor there are eight standard classrooms, a series of rooms for the business education department, a foods laboratory, a clothing laboratory, and a model homemaking unit. In addition, there is an administrative suite for the superintendent and the board of education, and a separate suite for the building principal and the school nurse. Finally there is a large study hall and a well-equipped library.

On the second floor there are 12 additional standard classrooms, a biology laboratory, a physics and chemistry laboratory, a general science room, a science department office with preparation and storage rooms, an art room, a special room which also serves as a student organization meeting room, toilets, and teachers' rooms.

The corridors and stairs are finished with terrazzo floors, glazed tile wainscoting, plaster walls, and acoustic tile ceilings.

The classrooms are finished with asphalt tile floors, plaster walls, acoustic tile ceilings, and hardwood trim. The seating is of the newest movable types. Windows are fitted with Venetian blinds and where desirable with draw shades for darkening.

The toilet rooms are fitted with heavy-duty type fixtures, flush valves, tile floors and dados, and plaster ceilings.

The Gymnasium

The gymnasium building is planned to promote a complete program of physical education and indoor sports. The main room, which

is fitted with folding bleachers, can be divided into two play courts for boys and girls, and there are complete adjoining locker and shower rooms, team rooms, offices, and storage rooms. A separate classroom is arranged for special exercise for children who cannot participate in the regular group work. The building is a dignified modern design with hardwood floors, glazed tile wainscoting, and acoustical ceiling.

The entire plant is fitted with low-pressure steam heating provided by means of gas fired steel boilers. The gymnasium and the voca-

tional agriculture shops have unit heaters, operated in warm weather as supplementary ventilators.

The building was financed by a bond issue, as a part of a general school building program issue. The cost in round figures was \$1,000,000.

BALTIMORE COUNTY BUILDINGS

At Towson, Md., a survey has been completed in 44 county school districts, revealing that 5190 new housing units are in various stages of construction in Baltimore County. The survey, conducted by school principals with the assistance of teachers, bus drivers, and parent-teacher members, sought to provide an actual count of new homes being erected in the county school districts.

Based on an average family of 3.7 persons, the new homes will provide accommodations for more than 19,000 persons. This high rate of home construction poses additional problems for the county schools, which are already hard-pressed for sufficient classroom space. In 1949 there was an increase of 2760 children, and next September it is expected there will be an increase of 4000.

WILL HOLD SCHOOL BUILDING CLINIC

A school building clinic for educators and school board members from Nebraska, Iowa, South Dakota, and Kansas, will be held October 9 through 11, at the University of Omaha, Omaha, Neb.

Well-known experts in the school building field have been obtained to take part in the program and to discuss such topics as school maintenance, equipment, and supplies, and the planning of new school buildings. There will also be exhibits by architects and manufacturers of equipment and supplies.

CREDIT TO MR. ENGLEMAN

The description of the Lincoln Elementary School Building, Torrington, Wyo., was originally prepared by Supt. Edwin E. Engleman. The editor regrets that credit was not given.



Frank Monroe
Superintendent of Schools,
Midland, Texas.

Wapakoneta Builds Functional Elementary School

The decade following the close of World War II will be memorable as recording the breaking of the shackles of conventionality in the design of elementary school buildings. More than any period in the history of American school architecture, these years have seen efforts for increasing the size of schoolrooms, for developing layouts intended to fit instructional programs and methods, for making experiments in natural and artificial lighting, heating, in furniture and built-in equipment, and for bringing exterior design down to the understanding of children. Soaring costs have not discouraged school boards from seeking completeness and generous overall comforts as well as adaptability to and flexibility for, the ever growing and changing educational services which together make up elementary public education.

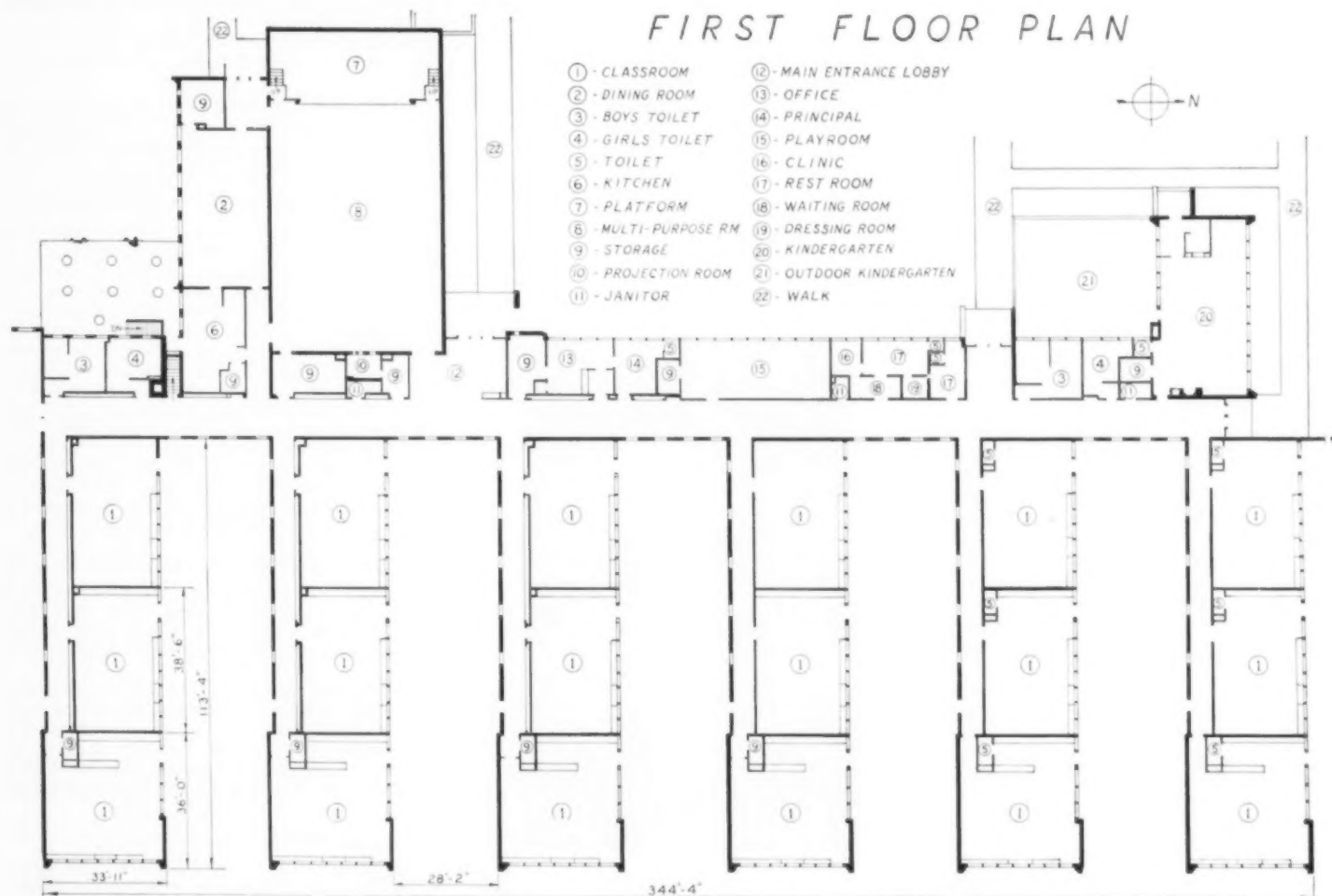
The new Wapakoneta Elementary School plant is the result of careful educational planning for an expanding educational program

and for an increasing school population in a growing new neighborhood of homes and a rural area. The building occupies one end of a ten-acre site and serves a kindergarten and grades one through six. The one-story layout is reminiscent of a huge hand with a corridor 244 feet long running north and south, with five wings (ultimately there will be six) extending to the east. On the west side of the corridor facing the principal street front, are a kindergarten with fenced-in playground, rest rooms, a health clinic, an art room, the administrative offices, an auditorium-gymnasium, a kitchen and cafeteria.

Each wing has three rooms. There is a six-foot corridor on the south side of the wing leading into the end room. The height of the corridor ceiling is nine feet, while that of the classroom is twelve, which allows three feet of glass-block construction in the upper wall on the south side of the classroom. This gives bilateral lighting for the two rooms along

the corridor, and north and east lighting for the end room.

The main windows are on the north of each classroom and do not call for any shades since the sun will not shine in during class hours at any time. Each room is 24 by 38 feet in size, with asphalt-tile floors, acoustical-board ceiling, fir wood panel board to a height of nine feet on walls, and painted cement block the remainder of the height to the ceiling. Each classroom has a work counter, sink, and drinking fountain located in back of the room. Plenty of cabinet space, tackboard, and chalkboard are provided. The primary grades have wardrobes and toilet facilities in each room. The intermediate grades have steel lockers in the halls. The primary rooms have been furnished with individual tables and chairs, while the intermediate grades have desks of the latest design. All windows where the sun can enter have draw curtains of glass-woven fabric cloth on traverse rods.



First Floor Plan, Elementary School, Wapakoneta, Ohio. — Strong, Strong & Strong, Architects, Lima, Ohio.



The new Elementary School, Wapakoneta, Ohio, as seen from the northwest. — Strong, Strong & Strong, Architects, Lima, Ohio.



Details of main front looking toward the kindergarten.



A display cabinet showing pupils' work.

UNIVERSITY OF MICHIGAN LIBRARIES



Top Left: typical classroom looking toward the work area. Right: classroom lighted from two sides. Center Left: the kindergarten entrance is in scale with the young pupils who use it. Right: view of classroom looking toward clerestory windows. Bottom Left: the kindergarten. Right: the kindergarten playground is surrounded with a protective brick wall.

The kindergarten is located on the north-west corner of the plot and has its own playground area enclosed with a brick wall. The room has a separate entrance, and is 24 by 48 feet in size. The floor is made of wood blocks and has radiant floor heat. This room

has its own wardrobe and toilet facilities, windows on the north and south sides, and a large storage room. It also has a work counter, a sink, and drinking fountain.

The combination auditorium-gymnasium has a 46 by 66-foot floor space and an 18 foot

deep stage. It has a maple floor, acoustical-board ceiling, and an acoustical-transite panel on the rear wall. It will seat about 600 people.

The toilets, which are fitted with heavy-duty chinaware fixtures, are finished with ter-

(Concluded on page 65)

A Self-Survey for Developing a School Building Program *M. R. Sumption**

Communities interested in developing a school building program suited to their special needs and adapted to their financial resources are provided with a blueprint for doing the job themselves in the following step-by-step outline. With the suggested sequence of steps, school boards, teachers, and students working together can determine scientifically and accurately their school building needs and how to meet them efficiently. Only a minimum of consultant service by professionally trained educators experienced in conducting school surveys is required.

The self-survey is based on procedures developed in a series of citizen-teacher-student surveys conducted last year in Illinois towns. In each of these surveys the actual work of collecting data was done by a local committee of school board members, school administrators and teachers, pupils, and lay persons interested in public education.

From its inception to completion an important function of the self-survey is to keep the people informed of its activities and the progress which is being made. A public relations program for the survey is outlined in the accompanying chart.

I. PURPOSE OF THE SURVEY

The purpose of the survey is to develop a sound, long-range, school building program based on the educational needs of the community.

II. ORGANIZATION OF THE SURVEY WORKERS

A. Secure the consultative services of one or two professionally trained educators experienced in school surveys. Your state department of education, the college of education of your state university or teachers college, and private institutions with departments of education, should be able to supply such persons.

B. Select a Central Survey Committee.

1. This committee should consist of between 11 and 15 people drawn from the following sources:

- The board of education — 1 or 2
- Teachers in the system — 4 or 5
- Students from the upper grades — 1 or 2
- Laymen of the community — 5 or 6
- The superintendent of schools (ex officio).

2. Bases of selection

a) The board member or members should be selected by the board itself on the basis of competency, interest, availability for meetings and skill in working with a group.

b) Teacher members should be selected by the teaching staff and should be representative of the different levels of instruction, as well as the geographic areas of the district if it is large and contains widely separated attendance units. Needless to say, they should possess the characteristics mentioned in connection with board members.

c) If there is a student council, this body may

make the selection, if not it is usually best for the superintendent in consultation with teachers to select the student membership. Care should be taken to designate mature, serious-minded, and able students who are genuinely interested in the future of their schools.

d) The choice of laymen for the committee should formally be the responsibility of the board of education. The superintendent may well present a list of names to the board after consulting with the members of his staff. The invitation to proposed members should come from the board.

The lay membership should be truly representative of all the district and include persons of: (1) both sexes, (2) different economic and social status, (3) different localities within the district, (4) different vocations.

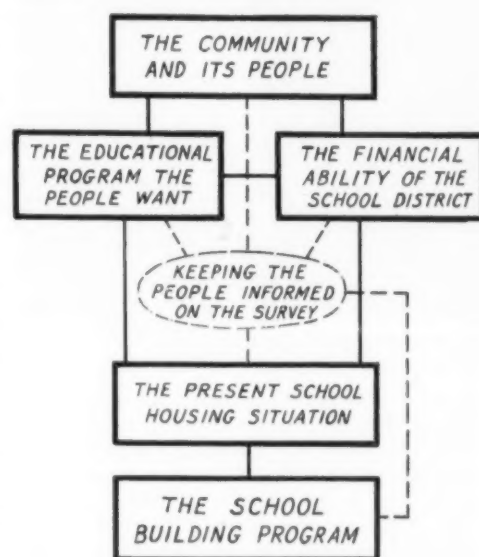


Chart showing relations of factors in self-survey for school building program.

Selections should be made in terms of what persons can and will do rather than what organizations they represent. If a person is competent, interested, and has the time, it is immaterial whether he is a member of ten organizations or none. Members of the Central Survey Committee should represent the school community, not a segment of it.

C. Organization of the Central Survey Committee.

At the first meeting the superintendent should act as chairman and see that members of the groups become acquainted with one another and explain the need for a survey to determine school-housing needs. He or a member of the professional consultant staff should explain how a building survey is made and why the committee's help is essential. He will explain the general structure of the survey and show how the various information may be collected, classified, and validated. In addition the committee should be acquainted with its function of appraising the data and drawing conclusions on which a building program may be developed.

A chart or outline of the areas of study and their relationship to the central problem should be presented and discussed. (See accompanying

chart.) The relationship of each area to the problem of school buildings should be carefully explained.

The work of the survey cannot and should not be done in its entirety by the Central Committee. If properly organized, the survey will involve a large number of people through the use of subcommittees and local individuals. In fact, an extremely large proportion of the school staff should participate in one way or another in the course of the project. Many students and citizens will be able to give valuable help as the various areas of inquiry are explored. The Central Committee actually functions as a planning, co-ordinating, and executive committee. It is the focal point around which subcommittees and individuals work.

In order that the committee may operate efficiently, a chairman and a secretary should be elected. Minutes of each meeting should be kept and recorded and the various reports of subcommittees and individuals should be assembled, co-ordinated, and fitted into the survey report.

III. AREAS TO BE EXPLORED

A. The Community and Its People.

1. Historical background including recent developments
2. Economic analysis of the community
 - a) Agricultural products
 - b) Industries
 - c) Distributive enterprises
 - d) Professional services, etc.
 - e) Job opportunities
3. Inventory of basic social services
 - a) Hospitals
 - b) Recreational facilities
 - c) Churches
 - d) Public auditoriums, etc.
 - e) Transportation facilities
4. Transportation within the community
 - a) Transportation within the community
 - b) Transportation to and from the community
 - c) Types of roads in district
5. Description of the population
 - a) Percentage of foreign-born
 - b) Percentage of white and colored
 - c) Mobility factors
 - d) Birth rate for past 10 years
 - e) Mortality rate for past 10 years
6. Changes in population
 - a) General population trends over past 4 or 5 decades
 - b) Estimated present population
 - c) Estimated future population
7. Direction of population growth
 - a) Areas where population is growing
 - b) Areas where population is static
 - c) Areas where population is decreasing
8. Location of minor population
 - a) Spot maps showing location of all children from 0 to 18 years of age, according to age levels.
9. School enrollments
 - a) Enrollments in past years
 - b) Present enrollments
 - c) Estimated future enrollments

B. The Educational Program the People Want.

1. The philosophy of the schools
2. The depth of the desired educational program:
 - a) Nursery school
 - b) Kindergarten
 - c) Elementary school
 - d) Junior high school
 - e) Senior high school

*Head, Field Service Division, University of Illinois, Champaign, Ill.

- f) Community or junior college (grades 13 and 14)
- g) Adult education
- 3. *The breadth of the desired educational program*
 - a) Nature and extent of vocational education
 - b) Nature and extent of academic education
 - c) Nature and extent of life problems education
 - d) Nature and extent of creative type of education
 - e) Nature and extent of extracurricular provision
- 4. *Provisions for education of exceptional children*
 - 5. *Provisions for pupil services*
 - a) Guidance
 - b) Health Service
 - c) Psychological services
 - d) Hot lunches

C. The Financial Ability of the School District.

- 1. *The assessed valuation of the district*
 - a) Total
 - b) Per pupil
- 2. *The present indebtedness of the district*
 - a) Schedule of payments, past and future
 - b) Legal debt limitations
- 3. *The source of school income*
 - a) Local taxation
 - b) State funds
 - c) Federal funds
 - d) Tuition
 - e) Other income
- 4. *Expenditure patterns and trends*
 - a) Current expense for each year of past decade
 - b) Debt retirement and capital outlay for each year of past decade
- 5. *Effort to support schools*
 - a) School levies for each year of past decade
 - b) Maximum levies possible
 - c) Record of voter's reactions to increase of levies, bond proposals, and site acquisitions
 - d) Proportion of local tax dollar going to schools
- 6. *Maximum bonding potential*

D. The Present Schoolhousing Situation.

- 1. *Present buildings*
 - a) Location
 - b) Description
 - c) Capacity
- 2. *Present sites*
 - a) Location
 - b) Description
- 3. *Evaluation of buildings and sites*
- 4. *Utilization of buildings*
 - a) Pupils housed in each building (vacant rooms)
 - b) Facilities and equipment of each building
- 5. *Possibilities for remodeling buildings*
- 6. *Possible sites for new buildings*

IV. ANALYSIS OF THE FACTS COLLECTED

- A. How many students will need housing in each of the next 10 to 20 years?
- B. Where will the students be located?
- C. What are the implications of the proposed educational program for the type of buildings needed?
- D. What are the implications of the financial situation for a long range building program?
- E. In what respects is the present school plant adequate and suitable for the proposed educational program and estimated enrollments?
- F. In what respects is it inadequate and unsuitable?

V. APPLICATION OF ACCEPTED CRITERIA OF GOOD SCHOOLHOUSING

- A. The profession of education, through long years of study, has set up a set of criteria for good housing facilities. These criteria should be analyzed and applied in the light of the facts collected. These criteria relate to such things as:
 - 1. *Site requirements*

- a) Size
- b) Desirability of location
- c) Safety
- d) Economy
- e) Accessibility
- 2. *Space requirements per pupil*
- 3. *Minimum and maximum size of efficient attendance units*
- 4. *Maximum travel distances for pupils*
- 5. *Grade organizations*
- 6. *Special services to be housed*
- 7. *General design of buildings*

VI. THE RECOMMENDED SCHOOL BUILDING PROGRAM

- A. This is the master plan which plots the course of school plant construction over a period of years. It should contain recommendations relative to:
 - 1. The nature and extent of the educational program to be housed
 - 2. Location and size of new building sites
 - 3. Location of new buildings
 - 4. Type of new buildings to be constructed
 - a) Elementary, junior high, senior high, etc.
 - b) Number of stories
 - c) General over-all design
 - 5. Areas of the educational program to be housed in each building
 - 6. Approximate size of each building
 - 7. Remodeling and additions to existing buildings

- 8. Elimination of old buildings
- 9. Priorities to be assigned each unit of construction
- 10. Estimated cost of building program
- 11. A plan of action to effect the program

VII. KEEPING THE PEOPLE INFORMED

A. The people of the community should be kept informed from the beginning of the survey until all the facts are obtained. Facts and figures should be reported as they are discovered. Recommendations should be reserved for the final report to the board of education.

B. Media of Publicity include:

- 1. Newspaper
- 2. Radio
- 3. Films
- 4. Pictures
- 5. School paper
- 6. Study groups
- 7. Conducted tours of new school houses in other communities
- 8. Exhibits

C. A Good Public Relations Program Works Two Ways:

- 1. It keeps people informed of the work of survey committees.
- 2. It provides ways and means by which all people in the district may make their opinions known to the appropriate committees.
- D. The complete survey report, including conclusions and recommendations, should be submitted to the board of education. The Board may then publish it, or a digest of it, for general distribution.

A School Board Member's Creed

Suggested by A. B. Murphy*

As a member of a board of education, I hold a great public trust. I am responsible for providing the means whereby our American way of life is to be improved and to endure. I am responsible for the education of our people, and particularly youth, that each person may become what he desires to become and is able to become; that he becomes intellectually and spiritually competent, economically and socially successful and happy; that he becomes a responsible citizen, home member, learner, and worker. I freely give the necessary time to this great service, but most important, and knowing the responsibilities vested in me, I give and use my best judgment in considering and deciding the welfare of the schools.

As a lay citizen, representing the people, I do not know nor do I need to know, the complex details of education or administration. I am not expected to do this work, but I am responsible for seeing that the work is done. My work as a board member consists of choosing competent personnel to do the work, deciding within the provisions of law, what is to be done, and appraising the work to see that it is done competently and economically. I believe in

lay control but in professionally competent teaching and administration.

My foremost specific responsibility, as a board member, is to choose a competent executive officer and make him generally responsible for the entire school system. I look to him for leadership; I expect him to keep me informed as to the needs and accomplishments of the schools, based upon the facts in the case. I must make my own decisions.

I do not assume authority, not granted by the board, such as offering a position, asking for a resignation, or promising a contract to anyone. I abide by majority decisions of the board. I carefully consider petitions, resolutions, and complaints, and I dispose of them in the best interests of the schools. I do not seek special privileges for myself, my relatives, and friends. I do not criticize school employees publicly. I desire to provide such conditions as will increase and reward competent service to the schools. I desire that the people of the community shall have an education that is as complete and adequate as is possible to provide.

With dignity and honor I serve the people; with humility and to the best of my ability, I discharge my great public trust.

*Associate Professor of Education, San Francisco State College, San Francisco, Calif.

THE AUDIO-VISUAL DIRECTOR

William G. Hart*

Most of us give lip service to the fact that a wide variety of teaching materials, well used, can increase the effectiveness of our teachers. If we really accept this fact, however, there can be little argument about the need for a director of audio-visual services. Most jobs in a school system get done pretty much in proportion to the time and emphasis put on them. Let us look at the qualifications of the man who should be doing this job for your schools.

Qualifications of the Director

The director of audio-visual services should:

1. Know the sources of many kinds of teaching materials — not just films.
2. Be familiar with all types of projection equipment.
3. Be able to organize the effective circulation of materials.
4. Be able to keep his equipment serviced and running.
5. Be thoroughly familiar with the local curriculum.
6. Sell the board of education and the community on the program.
7. Be skillful in working with teachers.

Obviously this is a large order. At the very least, it means that the best available person is needed for the job. Many of the skills and techniques required can be learned in service by an alert person. But we should not expect excellent results from a teacher who is assigned this duty on his "off period," or from the physics teacher merely because he is "handy with equipment."

Assuming that we believe that the audio-visual director is something more than a checker-in-and-out of films, how do we proceed? How can we develop a genuinely effective teaching materials service, in view of limited budgets, and of faculties who have not yet become aware of the potentialities and scope of a broad program of teaching materials? Here is an approach which by its nature may help you develop both a more effective materials service and a continuous rise in the level of utilization of teaching materials.

1. *Inventory your audio-visual resources.* Your inventory will bring to light a varied assortment of globes, maps, charts, graphs, pictures, film strips, glass slides, projection equipment, materials for making marionettes, and the like. Many of these items will be little used and can be shared with other teachers in the school or school system. Too often, teachers think solely in terms of motion pictures or, at least, projected pictures. Actually, a wide range of equally valuable



The main job of the Director of Visual Education is to continually help teachers improve their use of audio-visual materials.

audio-visual materials are probably now available in your school or schools.

2. *Set up a long-term plan.* The director and his committee should decide the general areas of the curriculum in which better materials are most needed. Funds and the availability of materials will not permit fulfilling this entire plan at once. As a general guide, however, it will prevent the purchase of materials of little importance in the curriculum and will encourage a better rounded library.

3. *Buy only materials that fit important curriculum needs.* All reputable companies allow examination of films, film strips, 2 by 2-in. slides, glass slides, and similar materials before-purchase. The practice of most libraries in the past has been to call in for preview materials which sound promising and to buy those found useful. A better procedure, now possible with the more varied offerings of producers, is to deliberately set out to find good materials in areas where they are needed — areas such as the study of health, beginning arithmetic or peoples of Europe.

4. *Supplement the central library with rental and free materials.* The number rented will become less as the program grows. However, in the case of some titles of films which are needed only occasionally, we may find that the most economical answer will always lie in rental.

5. As the long-term program grows, consider

depositing some films and many film strips, slides, felt materials, and other relatively inexpensive materials on a semipermanent basis in schools with an enthusiastic and active program.

Two Main Functions

Now, let's look at the job of the audio-visual director from another angle. The director has two main functions to perform. One function deals with the mechanics of getting materials to teachers when they are needed. There must be an effective system for getting and handling teacher requests for materials, for keeping materials and equipment in good condition, for adequate records. This function is not difficult and requires only careful planning and organization.

The other function of the director is much more important — and more difficult. The director must continually work with teachers in order to become sensitive to their problems and needs and to help them to increase the effectiveness and skill with which they use classroom materials. Without in-service training, a program which brings about a mere increase in the quantity of materials used will fall of its own weight within a short time. No community can be expected to spend increasing amounts of money for teaching materials unless it can be shown that better education is resulting.

*Department of Audio-Visual Instruction, Dearborn, Mich.



Operating clinics for teachers are a must. Fear of the equipment is a prime reason why teachers fail to use projected pictures.

What are some techniques and devices for improving the use of audio-visual aids? Here are a few means which are being used successfully.

1. *The audio-visual committee.* Many schools and school systems find this organizational device especially effective. Such a committee would usually include a representative from each department or teaching area if within a single school, or it would include a representative from each school in a school system.

This committee can serve many purposes. Its advice should be sought on questions of what materials will be purchased and which rented, and through such discussions there will come increased understanding of the useful place of films and other materials. General policies of the audio-visual service, questions of budgets, procedures regarding the use of free materials—all can be discussed by such a group, with resulting improvement in the understanding of the problems involved in making teaching more effective. Then, and perhaps this is the greatest contribution of such a group, we shall have in each department or building at least one teacher whose growing understanding will gradually be communicated to his fellow teachers. Such an audio-visual committee can be the leaven in an entire program.

2. *The local bulletin.* In many schools and school systems, a "Newsletter," is distributed periodically to all teachers. Such a bulletin can list new materials, publicize cases of excellent utilization, report significant developments in audio-visual use elsewhere. Over a period of time, the cumulative effect of such a bulletin can be significant.

3. *An audio-visual workshop.* This needs to

be only a room where teachers can view materials, learn to use equipment and learn to make their own teaching materials—slides, mounted pictures, and the like. These experiences are very important to teachers. In a poll of several hundred Michigan teachers, the absence of, or inadequacy in, these three items led all others in a list of "blocks" which these teachers felt prevented their effective use of audio-visual materials.

A Pupil Contribution Plan for School Systems

Mendel Milton Tubis*

"What, another collection!"

This exclamation of consternation was uttered by principals, teachers, parents, and pupils of the Camden, N. J., public school system whenever the youngsters were called upon to contribute again to the many welfare agencies, which, with the approval of the board of education, made an annual plea for funds among the public school children.

No one could justly accuse Camden's school children of being selfish. Any group of youngsters, many needing aid themselves, that gave to five charitable groups approximately \$7,500 in 1945-6, \$7,700 in 1946-7, \$6,200 in 1947-8, \$6,000 in 1948-9, certainly is not lacking in charity.

Individual Drives

Although every agency represented a worthy

*Principal of the Bergen and Central Schools, Camden, N. J.

4. *Listings in course outlines.* As basic materials are added to a library, they should be listed as a part of regular course outlines, along with reference books and other accepted classroom experiences.

5. *Audio-visual courses.* There can be either noncredit local classes provided for teachers or regular credit courses. Not long ago one Michigan school system offered a series of evening classes to its teachers on a completely voluntary basis. They were surprised to enroll nearly 10 per cent of the faculty of six hundred, plus many community people. A credit course in your community can usually be arranged with the most conveniently located college or university.

6. *Other devices.* Many other occasions will arise when an alert director can further his program. He will make meetings and demonstrations available for institute and other regional meetings. He will speak, whenever possible, to parent groups and service clubs. He may want to subscribe to several good trade magazines and circulate them among his teachers. He will be constantly alert to every opportunity to tell his story.

Without question, then, the biggest single task of the audio-visual director will be to help teachers use better the teaching materials they have. The director will find varying concepts regarding the place of classroom materials, ranging all the way from the purely entertainment notion to a genuine appreciation of audio-visual materials as an integral part of the teaching process. He will be faced with apathy and fear of the equipment. Obviously his problem is complicated. His goal cannot be reached in one year or with any single technique. He will need patience, a clear view of the goal and many approaches if he is to succeed in making a contribution to better education in his community.

cause, much valuable time went from studies for the collections. Teachers complained: "We scarcely have time to teach any more." In addition there was the continuous clamor of other charitable groups desiring to launch similar drives. If permitted to do so, the number of collections would have risen to seven, eight, or perhaps ten. The frequent presence of money in the schools was a temptation to petty thievery. Parents expressed annoyance because they were constantly dunned for funds by their children.

The entire school system felt the need for improvement. In 1948 a committee of principals was set up with the writer as chairman.

Other communities reported a variety of solutions. The general practice was to limit efforts to one or two agencies. For Camden to do that would have eliminated organizations to which the children had been contributing for several years.

After much study and deliberation a plan was outlined by the committee, and approved by the benefiting welfare agencies, the Principals' Council, the Teachers' Union, and the Teachers' Association. The superintendent of schools, Dr. Leon N. Neulen, then submitted the plan to the board of education, which adopted it for operation for the school year 1949-50.

The Plan

The plan is called the Camden Public Schools Welfare Chest and is based on a community chest pattern. It is administered by a committee consisting of three principals and three teachers appointed by the superintendent of schools to serve for a period of three years. Drives are held for two weeks in October and two weeks in January. The money collected is divided among five local organizations. The sum allotted to each is based on the approximate percentage which each organization had received from the total collections made over the past four years.

Under direction of the teachers and principals, pupils run the entire drive. A speakers' bureau from the junior and senior high schools sends students to stimulate action in the various schools. The records are kept by high

school bookkeeping students, who list all receipts and make up an annual statement which includes allotments to the various agencies. City-wide publicity material is prepared and printed by students. Each school arranges a staff of its own pupils to carry on the drive within their respective schools.

Money collected is deposited by each school in the bank under the board of education's "School Activities Account." The bank deposit receipts are turned over to the chairman of the administrative committee who transmits them to the student bookkeepers for recording.

The administrative chairman then issues a written authorization to the treasurer of the board of education, to send checks to the organizations belonging to the chest.

Admission of new agencies to the chest, or the exclusion of old ones, depends upon the committee's recommendation to the superintendent of schools and subsequent action by the Camden Board of Education. The present beneficiaries are the March of Dimes; Camden County Tuberculosis Association; Camden County Community Chest; Betty Bachrach Home; Elks Crippled Children's Committee. Junior Red Cross collections, according to national regulations, are carried on independently of the plan.

dred persons. The attendance in the secondary schools was not so good but it was the feeling of the board members that many parents of students in the secondary schools had attended meetings in the elementary schools for the sake of convenience. There were also many persons who frankly stated they were for the program as outlined in the newspaper and did not feel they needed to attend a meeting.

Newspaper Publicity

Each week during the scheduled meetings within the various schools, articles appeared in the local newspaper which covered the materials presented by the members of the board of education in greater detail. These articles also included pictures of the proposed school and attendance graphs which demonstrated the increased size of oncoming classes beyond any doubt. The story as related by the board members was re-emphasized by these newspaper articles.

In planning the program for the public meeting in each school within the district, the members of the board of education tried to think through the simple straightforward questions which would probably come to the school elector's mind, and answer them in a carefully defined sequence which would bring them to the logical conclusion that the building program deserved their support. After an introduction to the over-all problem by the president of the board, the questions covered were as follows: (1) What do the census and school attendance records indicate as the need for additional buildings? (2) How inadequate are the present building facilities within the district? (3) What do you plan in the way of building facilities to overcome these inadequacies? (4) What are the curricular implications of the new building plans and how will they provide for better educational experiences for the children of the school district? (5) What will the proposed building program cost? (6) How can the program be financed by this community? In addition to these questions, slides were shown giving the orientation of each proposed building on the proposed site, a sketch showing the type of architecture suggested, and the floor plans of the proposed buildings. Questions were then received from the floor.

Careful Planning Done

The program was carefully planned to move quickly. Each board member was timed so that the combined talks would not cover over approximately one and one-quarter hour. This plan allowed time for questions from the floor without extending the time of the meeting so as to test the patience of the audience.

The schedule worked very successfully and all of the meetings seemed to proceed smoothly. Questions from the floor indicated an appreciation on the part of the audience for the carefully planned presentation on the part of the members of the board of education and the soundness of the questions seemed to indicate an understanding on the part of the audience of the problems facing the school board.

Informing School Electors on a School Bond Issue

*Dwight B. Ireland**

The preliminary work which precedes an election for additional millage to initiate a school-building program must be well organized and thoroughly planned if the election is to be successful. There seems to be two schools of thought regarding the method for doing this job. One group urges a forceful campaign which involves contests for votes, posters, circulars, parades, and all of the other means at one's disposal to stir people up and win their support through an emotional approach. The other group objects to these methods and insists that the campaign be carefully thought through and presented in a logical order so that the facts supporting the need for expanded physical facilities are set forth in a clear fashion and the need is sufficiently evident to justify the support of every thoughtful school elector.

Determining the Approach

The type of community in which one lives is perhaps the determining factor in choosing the more effective method of soliciting public support. In Birmingham, Mich., the latter approach was used. There seems to be objection in this community to the fanfare of an emotional campaign for the support of the schools. Parents have voiced their objections to notices urging parents to vote for the schools and delivered to the home by the child, to letters

urging people to vote for the bond issue, and to any type of pressure offered in support of the issue.

As a result of this situation, the members of the board of education decided that they would appear in every school in the district (eight schools) and present the entire story as logically and completely as possible. The parent-teacher association in each school used its own method of urging parents to take advantage of this opportunity to know the facts supporting the issue by attending the meeting which was conveniently planned for them in their neighborhood school. The members of the board of education felt that they were lending support to the issue by being present as a body and endorsing the plan. They made it clear that every aspect of the program had been discussed in board meetings and that compromises had been made within the board; that board members were seeking the best possible answers to their problems and were anxious to find any fallacies in their thinking; and that the program as presented would be the program endorsed and supported by the entire board of education unless serious errors were pointed out which required reconsideration by the board. On this premise the meetings were set up within a period of four weeks and the building program was presented to the public. The meetings were especially well attended in the elementary schools with audiences ranging from two hundred to four hun-

*Superintendent of Schools, Birmingham, Mich.

How Flying Came to Clarkston High School

Frank Mosher*

The course in flying at Clarkston High School, Clarkston, Wash., is an outgrowth, logically enough, of the astronomy class. The class in astronomy offered many valuable learning experiences including grinding and testing mirrors. As part of the course each student made his own telescope and learned his way about the sky. He was also required to give at least one free public lecture, setting up his instrument on the street.

Meeting Practical Needs

After Pearl Harbor, however, the instructor and students felt the need to do something of service in time of war. But astronomy is used in the navigation of airplanes —

Airplanes? Let's study airplanes! This was the unanimous decision. Then the teacher, who knew approximately nothing about airplanes, knew that he was going to trade telescopes for them. He and the class began studying navigation, meteorology, and aerodynamics. And so they finished out the term.

Some of the students went out into the world of war and entered flying, but many more, of course, entered other phases of the service. The teacher finding his canoe already launched could do no less than bend to the paddle: That summer he was able to earn government instructor's ratings in all ground subjects and get in a little actual flight training. He had two large classes in aeronautics when school opened, and a call to teach before and after high school classes in a local navy flight school.

After the war, came the question: shall we

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One of the school-owned ships with a student at the controls.

keep flying or drop it? Not a few, it seemed, considered aeronautics to be a wartime subject only. At a curriculum conference held at a local teachers' college, there was a strong reaction against teaching this subject in peacetime. The airplane was presented as a terrible monster that would surely bring war. Clarkston schools, however, did not subscribe to such views; and after some consideration, concluded to retain the subject. Reasons given were something like the following:

Why Keep Flying

Man always militates against the new. Flying being a relatively new thing, is still being given the cold shoulder. Because of its significance to the student, however, it would be wise to let young folks make the acquaint-

ance of the airplane and become its friends.

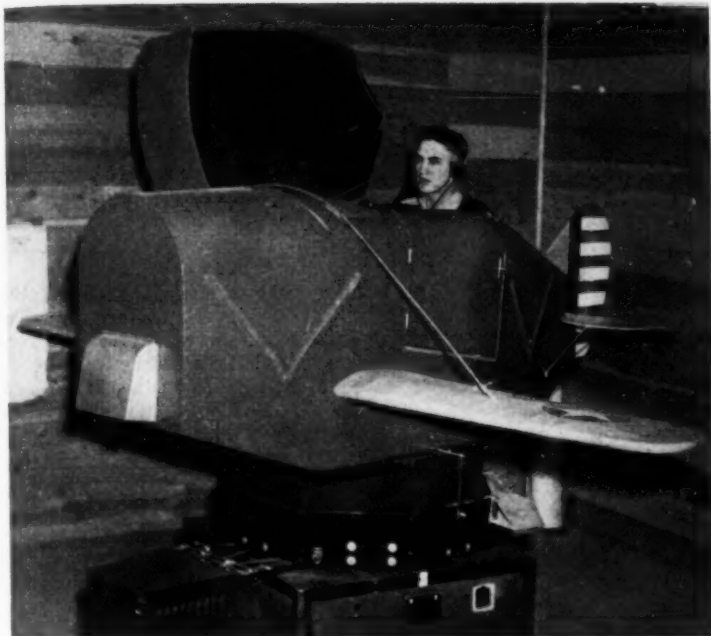
Moreover, aeronautics offers an excellent field in which to put to practice those principles and formulas taught in science and mathematics, which by themselves alone, often seem hazy and far afield. Those dull formulas of mathematics? Aerodynamics contains them all. They come in handy too, when you are finding the drag of a landing gear. Navigation likewise employs them, and there is something pleasing in the way figures solve a wind triangle and give a pilot his compass heading and his estimated time of arrival; so that even though flying blind, he can come right down to his destination.

Clarkston High School is not a vocational school, but it is very much interested in helping to direct its youth into suitable lifework. And if any student can find his calling through the study of aeronautics, so much the better. At any rate, it is hoped that this study will prepare young people for flying just for the pure pleasure of it — it is going to be a thing many of them will want to do.

So Clarkston kept one large aeronautics class going. A quantity of engine and plane parts, and various equipment, came pouring in through the channels of the war surplus. And from this source, the school also obtained a Link Trainer. This mechanism, which employs about every principle of physics and many electrical circuits, can be made to simulate all conditions of actual flying — winds of any direction and velocity, turbulent air of storms, icing, radio range beams. The little plane, in which the trainee sits, answers to the controls with the feel of a real plane and dives, banks and yaws, but does not leave its pedestal. An instrument called the flight recorder moves across the map of the instructor's desk just as the pilot flies, leaving a thin red line. When a crank is turned introducing a different wind, the ground speed and track of the recorder respond to it exactly.



The local airport has been exceedingly kind in permitting the use of its landing field by teachers and students.



The Link Trainer gives the student practice in handling the airplane controls.



Operating the ship to land radio phone.

The Link Trainer is a wonderful aid to the study of aviation. It is used continuously and enthusiastically. Housed in a separate building, it is in operation during class and quite often an hour or two before or after school — sometimes off periods are utilized. Generally half-hour lessons are given. With this arrangement, each student in the class receives from 12 to 15 lessons. The answer to keeping the trainer going lies in training of a number of reliable students to act as instructors. They also assist in repairing and servicing the machine. In four years of operation, repair parts have not cost more than ten dollars.

Procuring Planes

The administration, the school board, and the Zimmerly Air Transport co-operated in procuring a flyable light plane for the school. The company mentioned operated a very complete and efficient airfield. When approached on the matter of an agreement between the school tie-in with the airport, an enthusiastic offer was made to handle everything at bare cost. The company was to pick up a good cheap plane for the school, put it through their shops, and thereafter, keep it up, hangar it, furnish fuel and oil, and flight instructor and student insurance for \$5.30 per hour solo and \$3.30 after solo. Since a half hour makes a good lesson and a flier can manage to take a lesson or two a week, the fees involved proved to be within the reach of any boy, especially in an agricultural community like this where he can always get a job. It is perhaps, just as well too, that the student must invest in his flight training. This feature puts flying out of the category of just another class he has to go to.

After buying the plane, the aeronautics class still had sufficient funds to take care of incidentals and any unusual damage (beyond routine repairs) such as accidental breaking

of landing gear or clipping of wing tips. Thus the class is strictly on its own, and there is no cost to the school district.

This agreement has been in effect for a year. Some twenty high school students have taken flight lessons, two of them girls. Five or six have soloed and three have won the coveted private pilot's certificate.

Signed Permission Required

Naturally, not all parents will permit their children to fly. Their signed permission is of course required. The form used follows:

I —, parent of — who is a regularly enrolled student of the Clarkston Public Schools do hereby give my permission for him to receive flight instruction on the school's Piper J3 NC696IH plane which is leased to the Zimmerly Air Transport Company for such purposes. In doing this I recognize that said plane is covered with liability insurance by the Zimmerly Air Transport Company and that I absolve the Clarkston School District

250 from my liability connected with instruction in said plane or another plane.

Any student taking aeronautics or having taken it, is eligible to fly. After being properly cleared, he is issued a signed card identifying him with a snapshot, which he shows at the airport.

Students are allowed to go to the airport for flight lessons during aeronautics class or other periods when it is possible to excuse them to do so. A boy taking his cross-country, will be in the air three or more hours. If he has a job over the week end, it might be possible to excuse him from a whole morning of school, provided he makes up his work.

The students clean and wax their plane and are permitted to help the mechanics service it, if they like. The airport is helpful in giving them work, and paying in flying time. There is, in fact, a very fine feeling between the school and the airport. The flight instructor sometimes comes to class to lecture. Last Christmas, each flying student was made a present of a lesson on their seaplane.

Administrative Reorganization at Elizabeth, New Jersey

In August, 1949, the board of education of Elizabeth, N. J., instructed the superintendent, J. Harry Adams, to make a careful study and to bring in recommendations for modernizing and streamlining the administrative organization of the city school system. This action was the result of studies of the educational needs of the children and youth and a realization that the administrative machinery should be thoroughly overhauled in the light of present-day conditions and needs.

In April of that year, the superintendent presented sweeping recommendations to the board, which were adopted to become effective at the beginning of the next school year.

The school year 1949-50 was the first in which the city schools began operating under the new reorganization plans. In brief, the recommendations called for the establishment of the new office of assistant superintendent in charge of general administration, and the creation of four major divisions, under which all

educational services were to be administered and supervised as follows:

1. *A Division of Instruction*, in charge of an administrative director, and including all aspects of the normal instructional program from the kindergarten through adult education. Principals, supervisors, co-ordinators, and all other staff personnel are included in this division. The director is the over-all administrator of the division.

2. *A Division of Physical Welfare*, with an administrative director, and co-ordination of all activities including physical education, health, medical, and dental services, nurse services, athletic programs, and cafeterias.

3. *A Division of Guidance and Special Services*, with an administrative director, and co-ordinating all specialized guidance services, special education classes for the subnormal and handicapped, attendance, testing, and psychological services.

4. *A Division of Research and Personnel*, with an administrative director, and co-ordinating the recruitment and selection of personnel for the schools, and administering professional welfare policies, teacher examinations, personnel interviews, personnel evaluation, tenure, and general research.

The four directors and the assistant superintendent together act with the superintendent of schools in constituting an informal administrative council meeting weekly.

A Curriculum Advisory Council, comprising 25 day citizens, teachers, supervisors, and administrators, has been formed to advise the administration and the board in the field of curriculum policy. A curriculum review com-

mittee comprising 70 teachers, supervisors, and administrators from all the schools meets on call to review policy recommendations and other matters brought before it concerning the welfare of the schools.

In each school building, a curriculum steering committee consisting of the principal and several teachers has been established for continuous study and improvement of the individual educational programs. The chairmen of these committees are also members of the curriculum review committee and maintain a liaison with the curriculum council and the administrative council.

During the first year of its operation, the new administrative machinery appears to have opened up new channels of communication and democratic action to a much greater extent than formerly. A carefully managed reorganization of the administrative structure in city school systems is deemed necessary today to enhance the possibilities of progress in the development of an improved educational program for all departments of the schools.

The previous organization of the Elizabeth schools comprised a superintendent, 14 subject-matter supervisors, and 24 principals. All of these principals and supervisors were responsible directly to the superintendent on all matters of school procedure. The reorganization, it has been found, has entirely overcome many of the difficulties incidental to the old plan of operation. Superintendent Adams, in preparing his annual report for 1950-51, has wisely included a statement on the details of the reorganized administrative system now in operation.

3. We report back to the faculty the happenings at the monthly board meetings.

At our first meeting in October, we occupied seats behind the chair of the president, and in the rear of the room. Three meetings later, he changed the position of his chair to one side of the rectangular table, so that the directors and the council had an unobstructed view of each other. Three meetings after that, we were invited to sit at the board table, but preferred to take our places along the side of the table.

The relation between the council and the board is friendly, sympathetic, and understanding. There is an air of wholesome cordiality, informality, sincere trust, and confidence in each other. Truly, the board and council act as co-partners in the administration of the school for the maximum benefit of the school personnel, student body, and the community. As we make our monthly reports to our faculty, it is apparent that the morale of the staff has improved, because of the added confidence that requests and suggestions will receive unbiased and sympathetic consideration. Excellent public relations is a by-product.

The board members also realize that we have given them our unanimous support and a vote of confidence in several of the recent community controversies.

Our council has thus proved itself a liaison device of practical value during this first year of its operation, working with and for board members, and the entire school staff, to bring about a better understanding of their mutual problems and a unity of purpose and action. We look forward to its continued growth and development, and hope that its achievements will result in an ever improving educational system for Darby.

How Teachers and Boards Make —

SEVEN PLUS FIVE EQUALS ONE

Frances Label*

Seven plus five equals one. Yes, the seven members of the school board and the five members of the Teachers' Council of the Darby Borough (Pa.) school district symbolize a unity of purpose and action.

The formation of the teachers' council did not, however, happen overnight. For a number of years, our superintendent had consulted with the principals and some of the teachers to get their reactions and opinions in the solution of school problems; but this procedure was followed in a rather hit-or-miss, periodic fashion. Since he felt that most of the decisions reached with the aid of the teachers' advice had been approved by the school board, and enthusiastically carried out by the teachers for the benefit of all, he suggested this year that a teachers' council be organized, which would hold regular meetings with him and the school board, and would actually practice that brand of democratic participation in school administration that is in close harmony with our educational philosophy. As a representative of the faculty of the Darby Senior High School on that council, I

can accurately report on its actual operation and achievement.

In September, 1948, the Darby Teachers' Association voted to have each of the four schools in the district elect one representative to serve with the president of the association on a teachers' advisory council. One of the schools elected its administrator as representative, so that the council personnel included one administrator, three classroom teachers, and one school secretary. We began our activities before the October, 1948, meeting of the board of education, and have served three functions:

1. We consult with the superintendent one week before board meetings, going over his report before it is typewritten, criticize the points of issue, suggest additional ones, react to the tone, content, and format of the report, etc. He is highly pleased with the help we give him, and has advocated at professional meetings that other superintendents avail themselves of similar teacher councils in their districts.

2. We attend board meetings in the capacity of aides to the board members, representing the teachers in our replies to their questions, entering into their discussions concerning staff and instructional matters, etc.

BOSTON ADOPTS FUNCTIONAL ADMINISTRATION

At Boston, Mass., under the direction of Supt. Dennis C. Haley, geographical supervision by assistant superintendents has been replaced by the plan known as "functional administration." Each assistant superintendent has been assigned to one of the six phases of administration, including curriculum development and instruction; elementary education; secondary education; special services and adult education; personnel, including certification, promotion, and adjustment; budget, including state and federal aid.

For the improvement of instruction in the elementary grades, particularly for the adjustment of new teachers, special curriculum centers have been established in the basic subjects. These centers are used for evaluating methods and materials and for disseminating practical suggestions for the guidance of teachers.

Another new feature has been the formation of teachers' councils in specialized subjects in the junior high schools. These councils are of value in the exchange of helpful ideas, in the improvement of the curriculum, and in the closer articulation of junior and senior high schools. Similar councils are in operation in the senior high schools.

A program of in-service training has been inaugurated to provide for the continuing professional growth of the school personnel. Afternoon, Saturday morning, and summer courses are provided for the teachers.

CONVENTION DATES ANNOUNCED

The National Council on Schoolhouse Construction has announced that its 1950 meeting will be held at the Sherry-Frontenac Hotel, Miami Beach, Fla., October 16-19. James L. Graham, formerly president of the Council, will be official host for the meeting.

*Drexel Hill, Pa.

School Administration in Action

ASPECTS OF A SUPERINTENDENT'S PHILOSOPHY

In reporting to the school committee of West Springfield, Mass., on the problems and achievements of the schools for the year 1949, Supt. Franklin P. Hawkes has outlined his work as chief executive. He writes:

1. Every child in the school system has something within him that teachers and personnel can admire and respect, and which should be discovered and developed for his success in life.

2. The best interests of children dictate the policies regarding the appointment of teachers and personnel; the selection of books and materials of instruction; and the provisions for equipment and building facilities.

3. Every teacher and member of the personnel is a personal human being, and as such should be protected, guided, and encouraged educationally and professionally.

4. Democratic participation by teachers in all phases of the school programs should be encouraged, through budget planning, workshop committees, and teachers' association activities.

5. The school budget should be so organized as to allocate to respective buildings, through schedules and allotments, equal amounts on a per-pupil basis.

6. An informed staff and public through bulletins, annual reports, publicity, and pictures are essential for proper support of the school program.

7. Confidence in and respect for the judgment and integrity of the staff must be the spirit operating in the school system from the school committee down to the individual student.

NEW YORK REGENTS DROP PRE-COLLEGE DIPLOMA

The New York State regents' examinations have been revised to meet readjustments now under way in the high school program. Beginning with June, 1951, the State Education Department will discontinue the traditional college-entrance diploma.

The change has been made because it is believed the traditional diploma has outlived its usefulness. According to Dr. Warren W. Know, Assistant Education Commissioner, college entrance requirements now vary so much that no two are alike. The college entrance diploma no longer is a guarantee that the holder is qualified for admission to college. The regents' examinations will lose some of their significance as a result of the change.

ENROLLMENTS STUDIED

The city schools of University City, Mo., have conducted a survey of school enrollments to determine the number of pupils in each grade, the increase in pupil enrollments, and the demand for needed housing space. In University City there are two factors affecting school enrollments: namely, increased birth rates since 1940, and new building projects. The survey has revealed that there are more younger children living in University City than there are youth of high school age. The primary level has an average of 479

per grade, the intermediate level 397 per grade, and the junior high school level 316 per grade.

The school enumeration taken in May, 1949, included children living in the district who were two, three, and four years of age. These figures indicate that the schools may expect enrollments of 490 to 500 per grade when these children become of school age. It is apparent that the schools will be called upon to handle more pupils than are now enrolled.

PUBLIC RELATIONS WORK IN AUSTIN, MINNESOTA

In order to promote school-community public relations in Austin, Minn., two ideas were successfully tried out during the school year 1949-50. Under the first plan, civic groups and clubs were invited to the school for lunch in the high school cafeteria, followed by a tour of the elementary school, the junior-senior high school, and the junior college. Faculty members served as guides for the tours and visitors were handled in small groups so that they might see everything and ask questions. Six groups took advantage of these tours which covered one whole afternoon.

The second idea called for the preparation of a set of 35mm. colored slides illustrating activities in the high school. A complete range of activities was covered, including classroom situations, club meetings, informal groups, etc. The set of 100 slides is available for use by any civic group and they are regularly used in connection with further school tours. It is planned next year to prepare a similar set of slides for the elementary grades and the junior college.

NATICK SCHOOLS DEVELOP PROGRAM OF TEACHING FILMS AND FILM STRIPS

The public schools of Natick, Mass., have co-operated with the Massachusetts Department of Education and Boston University in a survey of pupil radio-listening and television habits and the development of new teaching techniques for the use of televised films. Through the fine community spirit of Natick merchants, seven television sets were loaned to the elementary schools, in addition to one loaned through the RCA Victor Company. These sets made it possible for the schools to co-operate in the survey one hundred per cent.

In addition to a new educational project, the Natick schools enjoy a full program of teaching films and film strips, weekly museum exhibits, and field trips to local places of interest such as the Logan Airport, the South Station, Waywise Inn, and other points of interest. The entire program is inclusive, extending from the kindergarten through the twelfth grade.

URGE FULL SCHOOLING FOR GIFTED YOUTH

A subcommittee of the Educational Policies Commission, headed by Dr. James Bryant Conant of Harvard University, has recently urged American educators to make sure its gifted youth get educated and has promised the nation big dividends from it. The committee points out that more than half these superior talents are going to waste because social standing or lack of family wealth are allowed too much leeway in determining who shall be educated and advanced.

The committee urged that: (1) all gifted youth (the top 10 per cent) be educated with the expectation that they will go on to college; (2) that all highly gifted youth (the top 1 per cent) be educated with the expectation that they will continue higher education beyond college education; (3) that more scholarship funds be made

available to needy gifted youth to enable them to complete high school and college; and (4) that more money be devoted to research in the psychology and education of the gifted.

The commission warned that the American ideal of a casteless society is endangered by social and educational practices which tend to recruit leaders in business and the professions from so-called upper-class families.

NATICK BRIDGES THE GAP BETWEEN ELEMENTARY AND SECONDARY SCHOOL

The public schools of Natick, Mass., under the direction of Supt. E. Davis Woodbury, have developed a plan for bridging the gap between the elementary and secondary schools. In an effort to develop a better and more complete understanding by pupils, parents, and teachers of the entire educational program, particularly that of the junior high school, the new policy was worked out by the administrative department.

To initiate the plan, pupils of the sixth grade in each elementary school, with their teachers were invited to visit the seventh grade in the junior high school the first of June, to become acquainted with the teachers, the general layout of the building, and in general, the academic procedure of the school they would enter in the following September. The visiting sixth-graders on that day became temporary members of the seventh-grade class and were allowed to participate in classwork and discussion. This procedure which has been carried on for three years, has worked out very satisfactorily.

In order to overcome some misunderstandings and lack of knowledge still existing on the part of parents, the school board has approved a suggestion of Supt. Woodbury calling for a series of meetings to be held annually in the spring of each year with sixth-grade parents, for the purpose of developing a better pupil-parent-teacher understanding.

Meetings were held in each elementary school with 80 per cent of the parents of children about to enter the seventh grade. Presentation of the program was made by Supt. Woodbury and a complete explanation was made of junior high subject content and procedure by the principal and submaster. Previously, the principal had explained the program, the method of marking, and the testing program.

Although considerable time was consumed in such a program, the findings indicate that parents, teachers, and administrators are satisfied with the plan, and are convinced that the new program of parent-pupil-teacher relationships has proved definitely worth while, and has resulted in improved understanding and better relationship of the school and community.

The program was concluded with the showing of an educational film entitled, "Schoolhouse in the Red," a film of interest to parents interested in the education of their children, whether or not the community is contemplating the construction of an elementary or secondary school.

COFFEYVILLE ISSUES PICTORIAL BULLETIN

The public schools of Coffeyville, Kans., under the direction of Supt. W. M. Osterberg, have issued a pictorial bulletin of the Coffeyville elementary schools, prepared by the students, teachers, and principals, with Miss Dorothy McPherson as co-ordinator.

The purpose of the publication is to make available to school patrons important school information and to illustrate features of the work that is being done in the schools.

The American **School Board Journal**

William C. Bruce, *Editor*

STAFF MORALE AND THE SCHOOL BOARD

DR. RALEIGH W. HOLMSTEDT, in a recent discussion of school administrative policies, sets up five factors which contribute more than any others to the development of teacher morale. Of first importance he considers the absence of fear and insecurity which arise from such administrative policies as low salaries and repressive and critical attitudes on the part of the school executives and the public. As a second important factor contributing to the personal well-being of teachers and good results in instruction is a total school situation summarized in the words "good working conditions" and including elements which the administration controls but which the teachers themselves can hardly change. Among others these are suitable plant facilities and ample instructional materials, classes of the right size, assignment to positions of interest, and in general, a balanced situation which allows of professional satisfaction and avoids physical and nervous strains. Democratic administrative practices are a third factor which helps the teacher as much by a knowledge of their existence as by actual participation. Co-operative solution of problems makes more strongly for better school service than any authoritarian control, no matter how sound in theory. A fourth factor springs out of the individual teacher's own professional readiness for the job, out of his good teaching personality, his mastery of subject matter, his skill in instruction, his ability in disciplinary control. Here the school executive can do little more than build self-confidence by good supervision. A fifth and final factor is entirely in the hands of the school administrator; it is simply recognition of good work and due praise. This factor may include monetary reward for good teaching, but usually a raise in pay does not offset a bit of expressed appreciation from the superintendent and even from the school board.

The close of the school year is a good time for the school board to check its policies and those of its administrative staff and set up right conditions for the new school year. A school board can hardly do this unless its own policies both ex-

pressed and implied are completely sincere and shot through with good will for the staff.

TEACHERS AND SOCIAL SECURITY

THE recent success of the teachers' organizations in their protest against compulsory inclusion of teachers and other educators under the expanded National Security Act and the consequent discontinuance of all state teachers' retirement plans, is evidence of federal inclinations to control education. The teachers hold that they are a professional group which has, in the course of several generations, developed completely adequate retirement plans. They argue very truthfully that they should not be subjected to the limitations of the Federal Security Act, which is distinctly planned for groups not made up of professional people.

If the present movement for federalization of social security of public employees continues, it seems inevitable that clerks, janitors, and other nonteaching school personnel will be included in the laws. School boards, we think, should co-operate in this movement both for the personal social welfare of their present employees and for the future stability and efficiency of their staffs. Social security with its annuity provisions is a logical part of any balanced personnel welfare program, and its control by a federal agency makes for a type of uniformity that will remove the conflicts between school and other local governmental employee groups.

Teachers, if they are interested in preserving their own hard won gains for state retirement systems must continue their fight for exclusion from federal social security. In spite of the fact that some state programs are unsatisfactory, it may be questioned whether the teachers, if they accept federal old age pensions, will not be contributing to further interference on the part of the federal authorities with the state programs of education.

A TROUBLESOME JOB

OF ALL specialized subject teachers in the high school, the coach seems to have the most trouble to hold his job and to satisfy students, the administrative officials of the schools, and the public. The last-mentioned group and the students are inclined to sharply criticize the coach, not for his lack of professional ability or educational leadership which they do not understand, but for his inability year after year to turn out winning teams in basketball, football, or track.

In the small cities particularly the coach seems to have great difficulty in doing a balanced job of teaching and of placing at least on an equal level with the coaching, the jobs of conducting physical education classes, and of promoting the health of children. More than other teachers, including even the music director, the coach seems to develop an emotional strain which causes him to expect special privileges, particularly in a winning year. Too frequently he is inclined to air his differences with the superintendent or the principal in the public press. And when he fully merits dismissal, he rarely acts to avoid a fight accompanied by charges and countercharges.

There is a marked need for better understanding of the coach's position. While the professional groups of physical education teachers have adopted codes of ethics and have defined their status and the objectives of their work, these matters are rarely taken seriously by the school boards and are entirely unknown to the public. A recent statement released by the NEA Department of Physical Education needs to be divested of its professionalism and its recommendations placing the general instruction in physical education before the coaching work should be repeated again and again.

It is high time that the school board protect its coach against professional shipwreck by defining his functions at the beginning of his employment. If this is done there will be fewer opportunities for any coach to lose his job, as did a number during the year just closed, and in the process to act more like a spoiled boy than a teacher and leader of young people. It is time for the school board and the superintendent to protect the coach from cigar-shop and street-corner criticism and to impress the students and the public with the important character of the work done by the coach in the gymnasium and the classroom for all the pupils—work that is more important than a few interschool games won or lost.

REHABILITATION OF SCHOOL BUILDINGS

THE rehabilitation and modernization of school buildings has become an increasingly important job for boards of education and their staffs. In the large cities it is a part of the yearly routine to be included in the budget and to be carried on according to an established program of inspection, continuous study of the organizational and instructional needs of the respective schools, and completion of work by contractual or staff labor. In small cities it is also a problem of annual in-

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spection, minor repair, and replacement of sanitary and heating equipment, and general freshening by painting, etc. The permanent character of the small-town school plant and the slow changes in the school program may make major modernization and additions to the school buildings advisable only once every fifteen or twenty years. The purpose always should be the maintenance of full educational serviceability and ultimate economy in preserving the fabric of the building.

Some school authorities have approached the job of rehabilitation from the standpoint of a fixed amount to be allowed per classroom based on recent experience.

While this approach undoubtedly provides a starting point, it is likely to hamper the school-business executive and to set up false ideas concerning the economy and advisability of remodeling jobs. It would seem to be more advisable to study each building separately, and to determine whether the remodeling is, first of all, educationally sound and then whether it is economically advisable. It is unfair to any small town or any big-city neighborhood to impose upon it an old, ugly, outdated building, and to continue to make repairs and alterations simply because the frame of the structure can be salvaged.

POLICY-MAKING AND FIRMNESS

THE smooth functioning of a city school system depends upon the educational statesmanship of the board of education — its understanding of its problems; its well-timed action; its wisdom in foreseeing the effects of its decisions; and its firmness in carrying through a course of action once that has been determined. Vacillation and failure to consider first and foremost the welfare of the schools as a whole always create distrust, if not positive lack of respect for the board.

In this connection, a Michigan newspaper, the *Blissfield Advance*, says: "The board of education is supposed to be a policy-making body. The school superintendent is entrusted with administration of those policies. And when the board 'passes the buck,' and neglects to take positive action as questions of policy come up, it is being derelict in its duty. The matter of teachers' salaries is one. It is up to the board to adopt a salary schedule and stick to it."

In school administration, base acts on facts. Critics are usually on the outside and rarely constructive.

Truth would be mightier if so much of it were not suppressed.

Word From Washington

A "Post" of Truman 1950 Goals for Education

Elaine Exton

What are the main goals of the Truman Administration for Education? This question is in the minds of many school administrators whose school systems may be affected by government policies and action. This article turns to recent official statements that clarify these objectives in the belief school officials may find this information helpful.

Budget Recommendations for New Legislation

In this year's Budget Message to Congress, President Truman set forth the Administration's action program for education in these terms:

1. I urge the Congress to complete legislative action to permit the Federal Government to aid the states in support of the maintenance and operation costs of a basic minimum program of elementary and secondary education. The Budget provides for beginning this aid in the fiscal year 1951 (300 million dollar appropriation requested).

2. I recommend that the Congress enact legislation providing for grants to states for surveys of their need for facilities and their resources, and grants for the construction of buildings in those particular areas where federal activities have been responsible for increased enrollments (45 million dollar appropriation requested).

3. For a number of years several federal agencies, under separate authorizations, have been helping to finance the education of children living on federal property and in communities affected by federal activities. I recommend that the Congress enact general legislation to establish a single program for all federal agencies (7 million dollar appropriation requested).

4. I shall transmit to the Congress a legislative proposal to authorize a limited federal program to assist capable youth who could not otherwise do so to pursue their desired fields of study at the institutions of their choice. This Budget includes 1 million dollars as a tentative estimate of appropriations needed in the fiscal year 1951 to establish the required organization and to initiate the program. Assistance to students would begin in the fiscal year 1952. (The Federal Security Agency has prepared a draft of a bill for this purpose which is under consideration but at this writing had not yet been introduced.)

Congressional Status of These Measures

Of a total of nearly 12,000 bills introduced in the previous (80th) Congress (First and Second Sessions), about 600 directly or indirectly affected education, according to the Legislative-Federal Relations Division of the National Education Association.

Educational leaders estimate that almost as many of concern to education are pending in the current (81st) Congress. Up to this time, however, only four of these (S. 246, S. 2317 (as amended), S. 1724, and H.R. 4115) have won the designation "Administration Bills" that is reserved for measures that have been endorsed by the President or cleared by the Bureau of the Budget "as in accord with the President's program."

The Congressional scorecard for these Ad-

ministration measures at the present writing follows. Although the specific bills mentioned will die with the present Congress, the probability is that similar legislation embodying the same principles will be offered in succeeding Congresses.

For Current Maintenance and Operating Expenses

1. *General Federal Aid to Education: S. 246* (Thomas of Utah, Taft of Ohio, Hill of Alabama, and 13 others) — passed the Senate, May 5, 1949 (S. Rept. 158). The House Committee on Education and Labor failed to approve it on March 14, 1950 by a vote of 13 to 12. The next day Congressman Burke asked that his bill — H.R. 5939 — "to authorize the appropriation of funds to assist the states and territories in financing more equitable schedules of salaries for teachers in the public elementary and secondary schools . . ." be considered by this Committee. It was agreed this would be done, but no meeting has as yet been held on it.

2. *For Federally Impacted Areas Only: H.R. 7940* (Bailey) — approved by full House Committee on Education and Labor this year in May and reported to the House. The Bureau of the Budget has indicated Administration approval if certain minor modifications are included. H.R. 7940 supersedes Administration bill H.R. 4115 (Lesinski) — a companion measure to S. 1724 (Thomas of Utah) — and would, if enacted, continue, expand, and make permanent the program currently operating under Public Law 306.

For School Construction

1. *General Federal Aid for School Facilities: S. 2317 (as amended)* — passed the Senate, October 17, 1949 (S. Rept. 948). This was referred to the House Committee on Education and Labor which had several bills on the same subject pending before it and is now considering H.R. 8113 (Bailey) which deals with areas affected by federal activities only.

2. *For Emergency Construction in Federally Impacted Areas (and grants for surveying school building needs): S. 2317 (as amended)* — passed the Senate, October 17, 1949 (S. Rept. 948). This was referred to the House Committee on Education and Labor which had several bills on the same subject pending before it and is now considering H.R. 8113 (Bailey) which deals with areas affected by federal activities only.

General Federal Aid to Education

"I hope that the House will press forward to enact a law to aid education at this session," President Truman said in a whistle-stop address on May 12, 1950, at Havre, Mont., reminding that "the Senate has already passed such a bill." "At the present time," he continued, "our schools are bursting at the seams." They "are already in difficulty in many parts of our country, and the greatly increased number of young children who will be reaching school age during the next few years will place such a load upon them as to bring on a real crisis. . . ."

Word From Washington

Surveying School Housing Needs

Speaking in his capacity as Federal Security Administrator, Oscar R. Ewing recently stated: "President Truman has advocated a nationwide survey—state by state—of school building needs. Probably one fifth of this nation's school buildings are obsolete to the point of being unsafe, insanitary, and unfit for human use. Many of these buildings are acknowledged as firetraps. With millions of our children already jam-packed in overcrowded classrooms, cloakrooms, church basements, or even garages—or going to school on part-time shifts—Goal Two must be to provide adequate schoolhousing for the nation's children. In the richest of all nations, it is embarrassing to have to make a national educational goal out of the fact that children must have decent school houses."

"Generally speaking, in coping with the nationwide questions of better teacher salaries and decent schoolhousing, the Federal Government should assist the states on the basis of need, and in accordance with a formula that takes into account both the number of children and the wealth within each state."

Federal Funds for College Students

In an address last spring at Rollins College President Truman said: "If our country is to retain its freedom in a world of conflicting political philosophies, we must take steps to assure that every American youth shall receive the highest level of training by which he can profit. A soundly conceived federal scholarship program in our colleges and universities is a necessary step in attaining this goal."

Although at this writing the Administration measure to give effect to this proposal had not yet been introduced in Congress some clues as to its contents are provided in these remarks of Federal Security Agency officials.

In a talk before the Association of Land-Grant Colleges and Universities at Kansas City, Mo., October 27, 1949, U. S. Commissioner of Education Earl J. McGrath announced: "The Office of Education after a conference of representative college educators has prepared a set of proposals which might provide the basis of federal legislation. I should like to give you some of the principles which seem to me basic in such a program. They are as follows:

"1. A federal appropriation of some such amount as \$300,000,000 annually for scholarships to be allotted among the states on the basis of a formula combining the number of persons of college age and the number of high school graduates within each state. Scholarships to be awarded to high school graduates within each state on the basis of objective measures of academic promise and ability. Each scholarship winner to be free to attend any college of his choice which is approved by any State Commission, and to which the student is admitted. No limitations to be placed on the subject-matter field in which the student may study.

"Students might hold the scholarship as long as they made satisfactory progress toward a degree except that neither an undergraduate scholarship nor a graduate or professional school scholarship could be held more than four years. Change of residence of the students would not void his rights or change his relationship to the State Commission originally making the award to him.

"The annual stipend for undergraduate students would be \$600 and \$1,000 for graduate students—scaled upwards for dependents. Safeguards should be provided against any form of discrimination in the operation of the scholarship based on race, sex, religion, national origin, citizenship, or residence. Administrative costs might be borne jointly by the states and the Federal Government, the states sharing in inverse proportion to their relative abilities to pay. This proposal would, it is estimated, provide scholarships for about 400,000 undergraduates and about 37,500 graduate and professional school students.

2. To supplement this scholarship program, it is proposed that a program of federally guaranteed loans to college and university students be estab-



lished, the costs of administering the loan program to be borne by the Federal Government, but the loans to be made by any local lending institution, with government guaranty. No student would be permitted to borrow more than the actual costs of his education from year to year, and he would be required to begin repayment a year after he ceases to be a student, with repayment to be completed within ten years."

Stating "I have submitted a report to the President which embodies the following ideas," Federal Security Administrator Oscar R. Ewing in May told a group of educators:

"Student-aid legislation ought to follow certain general lines, although, of course, all final decisions will be up to the Congress. It seems to me that such a program could make a gradual beginning, and grow only as fast as it could remain sound. For example, it might be advisable to limit the initial program to \$100,000,000. Further, the program should have safeguards to prevent federal control of education. Properly drafted legislation will make these safeguards as solid as granite. And these safeguards will be provided!

"We believe that a well-rounded program would include scholarships for undergraduates, fellowships for graduate students, and loans to all students. Scholarships might carry a stipend of \$600 a year, although fellowships ought to be somewhat larger. As for loans, easy terms of repayment, at a low rate of interest, might begin four years after graduation. However such details are worked out by the Congress, the government's part in a loan program might be merely the guaranteeing of the lending agency against loss.

"Finally, the student should be free to attend any institution of his choice which can admit him, regardless of where he lives or in what state his college is located. Careful administration of the program would guarantee that its benefits would be available without regard to race, creed, or color."

Strengthening the Office of Education

Addressing the Midcentury Conference on Citizenship Education held by the New York

State Education Department this spring, Oscar R. Ewing, head of the Federal Security Agency, cited an additional goal of the Administration's program for education, namely, "the strengthening of our schools' federal partner—the Office of Education," saying, "the Office must be given the professional man power and the resources for keeping abreast of the new duties and the new expectations constantly being required of education."

"It is estimated," he commented, "that the cost of running the present Office of Education amounts to only a little more than one penny per person per year. I don't believe that two or three pennies per person per year would be too heavy a burden for your Government to assume in helping to get the all-important facts about their schools out to the American people."

In his book, *The Federal Government and Education*, Dr. Hollis P. Allen, asserts that "although the Office of Education has been effective in performing the functions which the Congress has given it, and has a record of considerable educational service to and coordination with other federal agencies dealing with education, its position is such that it has been unable to be an effective integrating force in the total federal educational picture."

Its administrative budget, he points out, "is less than the administrative budget of several other federal agencies or sub-agencies dealing with education in the states," remarking that "its total budget, including some \$32,000,000 in subsidies which it distributed to the states in fiscal 1949, is approximately 1 per cent of the federal expenditure through or for educational institutions and students therein."

A National Board of Education Suggested

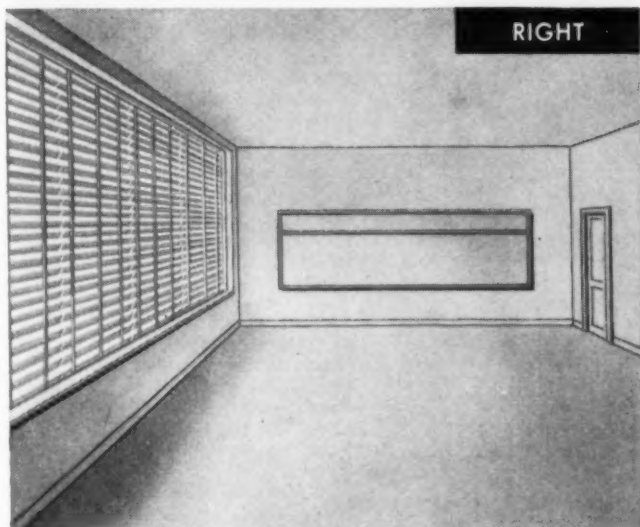
As the writer of the Task Force Report on Education prepared for the Commission on Organization of the Executive Branch of the Government, Dr. Allen recommended that to better the professional status of the Office of Education and give it more leadership stature serious consideration should be given to the establishment of a National Board of Education whose members would be "citizens outstanding in their appreciation of education."

As defined by Dr. Allen in this report the National Board's most important function would be to advise the Commissioner of Education relative to needed research and promotional programs and to review federal policy in education from time to time to ascertain that the best interests of states and nation are being advanced by federal educational activities.

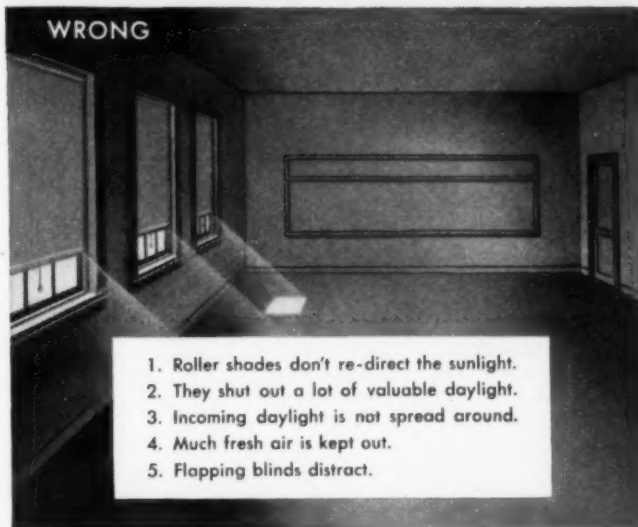
The National Council of Chief State School Officers, and other professional educational groups have been outspoken in their support of establishing the U. S. Office of Education as an adequately financed independent agency under a National Board of Education. The Chief State School Officers have sponsored legislation to create such a National Board since 1947. In the present Congress the measure bears the title S. 656 (Morse and 4 others) in the Senate and H.R. 8161 (Carroll Kearns) in the House.

On May 31, 1950, the President submitted to Congress a revised reorganization plan (No. 27) to establish a Department of Health, Education, and Security.

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"All Aboard"—

School Board Associations Need to Plan Now for the Year Ahead

Edward M. Tuttle*

Now is the time for school board associations to perfect plans for state and regional conferences which are to be held next fall and winter.

Not long ago the executive secretary of the National School Boards Association had the privilege of sitting in at a planning session of one of the divisions of the Illinois Association of School Boards. There are ten such divisions in the state and each holds two meetings a year, spring and fall. In between, there are meetings of the divisional executive committees which are composed of a representative from each member board. One or more of the state staff always meets with such a committee where, among other things, the time and place and topics for the next divisional conference are decided.

By a process of trial and error over a period of years, the Illinois Association has adopted a pattern for these divisional, or regional, conferences which seems to work to the best advantage of the largest number of those who may attend. The meeting convenes in the late afternoon, at 4:00 or 4:30, in a series of four or five group discussions on selected topics of timely interest. Board members make their own choice of the group they will attend. A chairman and several discussion leaders are selected in advance for each group, but every effort is made to promote general participation by all who are present. These discussions last for an hour to an hour and a half and board members derive direct benefit from the free exchange of ideas and practices.

After a brief interval, all of the members who have been attending the several group sessions gather for dinner and a general session. At the conclusion of the meal, various items of business and reports of progress are presented, and then there is one talk by some prominent lay or professional leader on a topic of interest to the whole group, followed by questions from the floor if time permits. Adjournment is taken by 9:00 o'clock.

Depending on the area, these divisional meetings in Illinois attract from 150 in the more sparsely settled regions to 500 in the Tri-County Division around Chicago which holds three instead of two meetings yearly. It is through these 21 divisional conferences each year, plus the big general, three-day state-wide convention in November, that the Illinois Association of School Boards carries on its work of enabling the board members to meet one another and exchange experiences.

This plan of late afternoon discussion groups, dinner, and early evening general session seems most satisfactory. It has proved better than a daytime meeting because it is less interrupting to busy board members and more are likely to attend. And it is better than an evening session alone because that is

likely to run so late as to make it tedious for members to drive home afterward.

The New York Meetings

Many other states carry out similar programs, with variations. For example, the New York State School Boards Association reported a long series of district meetings held in all parts of the state in April and May of this year. Eighteen meetings were held with a total attendance of 1826 persons, which is very good indeed. Sixteen of the 18 meetings included a dinner. The Executive Secretary of the Tennessee School Boards Association writes that, whereas in the fall of 1949 three regional meetings were held, plans are now being made for 13 such regional meetings in October and November of this year. And he adds, "Our idea is to make these into workshops for board members rather than speech-making meetings."

In some states, counties as well as regions are organized as divisions of the state association, and one or more county meetings are held each year. This is true in Pennsylvania where for many years highly successful meetings of the school directors (board members) within a county have been held. One interesting report came in from Hamilton County, Ohio, a state which to date does not have any statewide association of school boards, although the southeastern counties effected a regional organization last May in the hope that it may lead ultimately to a state association.

In Hamilton County there are some 28 local boards of education and, through the initiative of the county superintendent, the clerks and members of these boards came together for an evening meeting where two of the state school examiners led a discussion and answered questions on many of the phases of school board work, such as policy making, borrowing money, the responsibilities and records of the clerk, budgets and the handling of funds, payment of bills, purchase of textbooks, contracts, employee relationships, transportation, etc. Superintendent Crouch wrote, "We understand that this is the first meeting of its kind to be conducted in a county school system in Ohio. It proved to be a very worth-while meeting."

Suggested Topics for Association Meetings

It may be helpful to those who are planning group discussions and program talks at various regional and state-wide meetings of school board members to scan the list of topics given below. These have been gathered from a number of sources, and are by no means exhaustive, but they do include many of the subjects of greatest present interest to school boards. For any given meeting, selec-

tion should be made of a limited number of the topics that are most pertinent and timely to the local situation.

I. School Board Procedures and Relations

- Relations Between the School Board and the Superintendent
- Relations Between the School Board and the Teaching Staff
- Policies, Procedures, and Records of School Boards
- How New School Board Members Can Best Learn Their Job

II. Professional Relations

- Qualifications of a School Administrator
- Building a Salary Schedule
- Evaluation of Teachers—Pro and Con
- Is a Pre-School Workshop a Valuable Addition to the Teaching Year?
- What Can Be Done to Improve Teaching Standards?
- What Is Meant by the School's Responsibility for the "Whole Child"?
- What Is a Good Counseling Program?
- What Can Be Done to Reduce the "Drop-outs" in High School?
- What Are Desirable Tenure and Retirement Policies?
- How Can We Recruit and Adequately Prepare More Good Elementary Teachers?

III. School Organization

- The Reorganization of School Districts Into Larger Tax and Administrative Units
- How Important Relatively Is Elementary Education?
- The Problems of Smaller (or Rural) Schools
- The Case For and Against a High School of Fewer Than 100 Students
- Problems of School Transportation
- The Proper Balance of Extracurricular Activities (Including Athletics)
- Nursery Schools and Kindergartens
- The Community (Junior) College—13th and 14th Grades
- Opportunities for Adult Education
- Camping Education and the Extended School Year
- Educational Uses of Farm and Forest Acreage for Schools
- An Effective State Board, State Superintendent, and State Department of Education

IV. Finance

- Making the School Budget
- Are Assessment and Taxing Procedures Equitable?
- What Kind of Insurance Program Will Provide Adequate Protection?
- How Much Should Education Cost?
- State Aid—How Much and How Administered?
- Federal-State-Local Relationships in Education

V. Building Policies

- How to Go About Making a Local Survey and a Master Plan
- What About Building Problems in the Next Few Years?
- New Trends in Building Materials and Designs
- Modernizing the School Plant
- How Well Are Schools Equipped With the Tools of Learning?

VI. Public Relations

- What Are the Duties of the School Board in Public Relations?
- Community Councils on Education—Their Organization and Function
- Responsibility of the School Board Toward Needed Legislation

Some Problems of Co-operation

As indicated in our May article, the N.S.B.A executive secretary spent a week in

(Concluded on page 54)

*Executive Secretary, National School Boards Association, Chicago 11, Ill.



FIRE-SAFE SCHOOLS WITHIN YOUR BUDGET

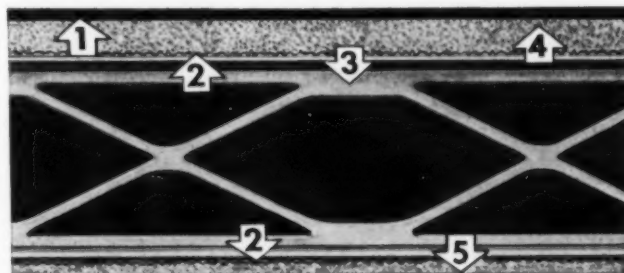
ANY new school, regardless of its size or limitations in the available budget, should be fire-safe. Any school *can* be fire-safe, at little if any increase in cost, by building with Bethlehem Open-Web Steel Joists in combination with concrete floor slab and plaster ceiling.

This floor construction is non-combustible, and permits maximum area between firewalls. It is low in cost. Open-Web Joists are readily installed by the building contractor, and simplify work of other trades, because pipes and wiring can be run through the open webs.

In addition to providing fire-safety, Bethlehem Open-Web Joists have other important advantages. They are immune to attack by rodents and termites. They make possible floors which are sound-retardant, vibration-resistant and non-shrinking, so that dirt- and germ-catching cracks can't form where floor and walls meet. They can also be used to advantage as roof supports.

Your architect will be glad to answer your questions about the advantages of Bethlehem Open-Web Joists in school construction. Or write to us at Bethlehem, Pa., for further information and catalogs.

Bishop Timon High School (above) recently completed at Buffalo, N. Y., is fire-safe because it uses Bethlehem Open-Web Joists in floor and roof construction. The four-story structure with brick facing has 85 rooms, and facilities for 1000 students. Architect: Mortimer J. Murphy, Buffalo; Contractors: Balling Bros. and Holler Bros., Tonawanda, N. Y.



1. Asphalt tile or other finish. 2. Metal lath. 3. Steel joist. 4. Concrete slab. 5. Plaster ceiling.

Cross section of typical Bethlehem Open-Web Joist installation. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used over the concrete.

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★ BETHLEHEM OPEN-WEB JOISTS ★



"All Aboard"

(Concluded from page 52)

Washington, D. C., attending a series of national conferences.

The present writer gained two rather strong impressions from these conferences, which illustrate the difficulties always encountered in bringing about effective co-operation on plans for progress and improvement where a large number of groups and organizations are involved.

The first impression is that in conferences of a continuing nature from year to year, where the same organizations are represented, a great deal could be gained if more continuity of representation could be provided. At best, a two- or three-day conference spends a considerable proportion of its time orienting its members and providing them with necessary background. Too often, just about the time the conferees begin to feel that they are coming to know one another and to understand what they are supposed to do, the meeting is over. There are two possible ways to prevent this frustrating predicament. One is to hold longer meetings; the other is for organizations to send the same representatives for a series of years so that they can move ahead each year from where they left off before without too much back tracking. Longer meetings are not always feasible, but some of the week-long workshop-type conferences have demonstrated that more than twice as much can be accomplished in five days than in two and a half. In fact, the difference may actually be between some concrete accomplishment and no effective result. But even the shorter conferences could accomplish much more if the majority of those attending were the same people from meeting to meeting. And where an organization knows it is going to have to change its representative, the most effective way to avoid a break in the continuity would be for the old representative to take the new representative with him to his last meeting, as a kind of understudy.

The second impression is the difficulty we so often have in subordinating the pet ideas and projects of our individual organizations to a consideration of the larger problems that so much need the understanding and co-operative support of all. Every organization has certain things that it is emphasizing at any given time, and rightly so, but a meeting together with other organizations to consider common needs and common problems in a field like public education should not primarily be used to convert or "sell" others on our plan or our project. Rather it should be regarded as an opportunity to check what we are doing in relation to what others are doing, and especially to reach, if possible, some agreement concerning one thing or several things of major importance. Open-minded discussion and a willingness to adapt organizational programs to broad movements and basic needs are fundamental to effective co-operation. It is evidence of a working democracy that, while preserving individual initiative and independence of action, we join with others to reach a common goal agreed upon as of primary necessity.

Arlington County, Virginia, Reports

One of the conferences held in Washington in May concerned the problems of elementary education. It was the fourth such three-day conference which the U. S. Office of Education

HELP or HINDRANCE

*"Am I a builder who works with care,
Measuring life by the rule and square?
Am I shaping my deeds to a well-
made plan,
Patiently doing the best I can?
Or am I a wrecker who walks the town,
Content with the labor of tearing
down?"*
— Unknown

It is always much easier to be against something than for something; to be destructive than constructive; to throw obstacles in the path of progress than to lend a helping hand. School board members have a peculiar obligation to watch themselves in this regard, because education, which is concerned with human growth and development, particularly of children and youth, is a constructive process. It needs freedom to adapt itself to changing conditions and to individual needs. It stifles and becomes fruitless when made to follow traditional paths endlessly and aimlessly. Under such restraints the paths quickly turn into ruts. Consequently, that school board is doing the best job for its community which spends most of its time and energy building up the school program in effective ways, and which reduces opposition and criticism to a minimum. The Bible has something to say about those who put obstacles in the way of little children or cause them to stumble—something about millstones and necks and the depths of the sea.
— E.M.T.

has called in as many years. Representatives of over 45 lay and professional organizations were present and the discussion centered around "Lay Participation in the Work of the School in the Light of Principles of Child Development."

On the afternoon of the second day, the conference met the five members of the board of education of Arlington County, Va., and their superintendent. Those who have seen the March of Time film entitled "The Fight for Better Schools" know that this is the board which resulted from the effort made by the people of Arlington County a couple of years ago to take their schools out of politics.

The members of the board described how they operate to keep the public in close touch with the schools. Soon after taking office, the board decided to create 14 "Exploratory Committees" on various phases of school policy such as the curriculum, school finance, the teaching staff, public relations, reports to parents, use of community resources, special services, health and recreation, vocational education, adult education, etc. Each committee was to be composed of ten citizens and five members of the school staff. The board sent a letter to every organization in the county outlining the committee plan and asking for suggestions and detailed information on citizens qualified to serve. Such was the degree of public interest that within two weeks they received over 300 names and were able quickly to get the committees started on their work. Last year when the committees made their first reports, public hearings were held and briefs were published in the newspapers.

The Arlington County Board of Education also has an "Advisory Committee" of three

for each of the 35 school buildings in the county—elementary, junior high, and senior high. The chairmen of these committees are most often officers in the local P.T.A. and the other two members are interested citizens. One of the first things done after these School Building Advisory Committees were formed was to take them on a tour of the county to see a good sampling of the different types of schools.

It was interesting to hear one member of the board of education say that in spite of all the public interest in the new school regime in Arlington County, and in spite of the committees just described, the number one problem is still public relations. While they subscribe fully to the belief that "all the people should have all the facts all the time" about their schools, there are still citizens which none of their methods have been able to reach. If this is true in Arlington County, Va., which has been through an intensive period of public interest in the public schools, how much more must it be true in most communities of our country!

New York State Association Moves Headquarters

On July 1, the New York State School Boards Association, Inc., moved its headquarters from Mount Vernon to the State Capitol. Everett R. Dyer, the executive secretary, writes that very nice offices have been secured at 170 State Street, Albany, 6, N. Y., across from the south entrance of the State Capitol Building.

This is a move that the officers and directors of the New York Association have contemplated for some time, and that has finally been made possible through the increased budget. Albany is a more central location in the state, and also will make it easier to follow proposed school legislation during sessions of the State Legislature. The offices are on the second floor and provide some 1250 square feet of space which will be occupied by Mr. Dyer, his new Assistant Secretary, Paul W. Toth, and their clerical staff. Congratulations and best wishes to the New York Association in its new home!

N.S.B.A. Plans

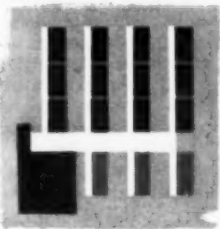
On July 1, also, the National School Boards Association entered its first full fiscal year under the new plan adopted at the Annual Convention last February. State associations establish their membership for the year by the payment of the basic fee of \$100, and then seek to provide further support to the extent of their ability up to the limit of their pro rata goal as established by the formula which was accepted unanimously by delegates from 32 states.

The decision of the American Association of School Administrators to return to Atlantic City for a nationwide convention in February, 1951, means that the National School Boards Association will schedule its 1951 Convention just in advance of the A.A.S.A. meeting, probably on Friday and Saturday, February 16-17. State associations and local boards are urged to note these dates and to make certain that any board members planning to go to Atlantic City next February will get there early enough to attend both the N.S.B.A. and the A.A.S.A. conventions.

NOTE: Permission is granted to State School Board Associations to reproduce the foregoing article provided acknowledgment be given to the SCHOOL BOARD JOURNAL.

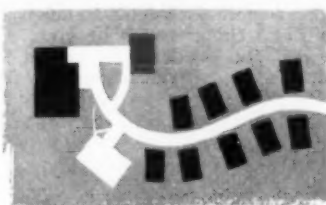
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Schools and School Districts

School districts, like counties, are political subdivisions of the state created for state purposes. — *Mott v. Horstmann*, 216 Pacific reporter 2d 50, Calif. App.

Private individuals, as taxpayers or otherwise, cannot maintain an action challenging the legality of the organization of a school district or other municipality, but such action can be prosecuted only at the instance of the state by the proper officers. — *Kirts v. Board of County Commissioners of Miami County*, 215 Pacific reporter 2d 642, 168 Kan. 739.

School District Taxation

The Georgia State Board of Education as an administrative agency of the state in administering sums appropriated for common schools may make rules and regulations which are in harmony with the purposes of the law, but is without authority to make any rules or regulations which alter or limit the statutes being administered. — *Hunt v. Glenn*, 58 Southeastern reporter 2d 137, Ga.

An item in the building fund appropriation of the board of education designated as "equipment" was valid in the absence of a showing that the item could only be used for educational purposes. Ill. revised statutes of 1945, c. 122, 34-49, 34-57. — *People ex rel. Nelson v. Crane Packing Co.*, 91 Northeastern reporter 2d 391, Ill.

An item in the building fund appropriation of the board of education designated as for "engineering or mechanical repairs" was not illegal on the ground that the item should be charged against the educational fund, since the item in

the absence of proof to the contrary was presumed to refer to expenditures directly connected with maintenance or repair of physical school structures. Ill. revised statutes of 1945, c. 122, §§ 34-49, 34-57. — *People ex rel. Nelson v. Crane Packing Co.*, 91 Northeastern reporter 2d 391, Ill.

A school district election authorizing the issuance of bonds for the erection of a school building was not invalid because a notice that the polls would be open from 4 until 8 o'clock p.m. failed to indicate standard time or daylight saving time. R.S. 18:3-14, 18:7-85, 18:7-89. R.S. 18:3-14, 18:7-85, 18:7-89, N.J.S.A. — *Welsh v. Board of Education of Tewksbury Tp.*, 72 Atlantic reporter 2d 350, N.J., Super.

School District Government

Where the defendant, at the time of appointment as county supervisor of schools, met all the requirements as set forth in the statute governing qualifications for such office, such an appointment was valid even though a subsequent statute increased the required term of experience as a school teacher before appointment to such a position, since the Arkansas legislature intended new requirements to apply only to persons employed after the effective date of the act. Ark. acts of 1949, Act. No. 146, §§ 1 et seq. 3; Ark. statutes, 80-217. — *Callahan v. Lyman*, 227 Southwestern reporter 2d 964, Ark.

Where the trustees of a school district were not guilty of any tortious conduct, they could not be held individually liable for an alleged breach of a teacher's contract. — *Treloar v. Rogers*, 45 Southern reporter 2d 274, Ark.

Teachers

The state has power to prescribe and maintain qualifications for its public school personnel and thereby exclude those who adhere to the doctrine of criminal anarchy in violation of the penal law. N. Y. Penal Law, §§ 160, 161; Education Law, 3021; N. Y. laws of 1949, c. 360. — *L'Hommedieu*

v. Board of Regents of University of State of N. Y., 95 N.Y.S. 2d 443, N. Y. App. Div.

The Indiana teachers tenure act is based on the public policy of protecting the educational interest of state and should be construed liberally to effect its general purpose. Burns' annotated statutes §§ 28-4307, 28-4308. — *Bruck v. State ex rel. Money*, 91 Northeastern reporter 2d 349, Ind.

The superintendent principal of a community high school district was not a "teacher" and was not employed under or entitled to protection of the teacher tenure law. Smith-Hurd statutes, c. 122, §§ 3-44, 6-36, 7-11, 7-13, 2-11, 24-2. — *Biehn v. Tess*, 91 Northeastern reporter 2d 160, 340, Ill. App. 140.

A remedy provided by the teacher tenure law by way of a hearing and review in the case of the dismissal of a teacher is full and adequate and precludes the granting of relief in a court of equity. Smith-Hurd statutes, c. 122, §§ 3-44, 6-36, 7-11, 7-13, 21-1, 24-2. — *Biehn v. Tess*, 91 Northeastern reporter 2d 160, 340, Ill. App. 140.

Under the Illinois teacher tenure law, whether causes for the dismissal were remediable is in the discretionary power of the board to determine and the court of equity cannot override the judgment of the board that causes were not remediable. Smith-Hurd Statutes, c. 122, § 24-3. — *Biehn v. Tess*, 91 Northeastern reporter 2d 160, 340 Ill. App. 140.

The New Jersey Compulsory Education Law, requiring every parent, guardian, or other person having the custody of children between the ages of 7 and 16 years to cause such children to regularly attend public schools of the district or a day school in which equivalent instruction is given, is not unconstitutional as violative of the fourteenth amendment to the federal constitution. R.S. 18:14-14; R.S. 18:14-14, N.J.S.A.; U.S.C.A. constitutional amendment 14. — *Knox v. O'Brien*, 72 Atlantic reporter 2d 389, N. J.

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**SCHOOL
ADMINISTRATION
NEWS**

► Under the direction of Supt. Wade C. Fowler, the public schools of Wichita, Kans., have been carrying on a program of instruction for the elementary school pupils who are unable to attend school because of a physical ailment or handicap. One teacher was employed to teach the children and about 60 pupils were taught at different times during the year. The parents were warm in their praise of the instruction offered.

A speech correctionist has been added to the teaching personnel for the year 1950-51. The program to be offered is being worked out with the assistance of the Institute of Logopedics of Wichita.

► Under the sponsorship of the Massachusetts State Education Department and Boston University, a project was conducted in the Boston area for testing the effectiveness of television in the classroom. The City of Gloucester, one of the school systems participating in the experiment, circulated questionnaires among the 2600 children in the elementary schools. Local merchants co-operated with the school department by placing television sets in five schools, so that the pupils might view the instructional films. The films were exhibited on Monday and Wednesday afternoon. The reception was excellent and the pupil interest was high.

Another project was a report by a special committee of teachers on a study of promotional policies in the Gloucester schools. The report contained the findings of the committee, which emphasized that if pupils know that their efforts will be rewarded with some measure of success they will accept their limitations. The report suggested topics for study in the areas of social

development, emotional development, physical development, working habits, and mental development.

► At Orange, Mass., the school board has eliminated fixed high school courses for the next school year. A new program of studies now in preparation provides for "constants" and "variables." All pupils will be required to study the constants, such as English, history, and civics for four years. The variables, such as mathematics and science, may be elected by the pupil to meet his requirements. Each pupil will be required to prepare a four-year plan sheet showing the constants and variables he will follow.

► Worcester, Mass. Beginning September, annual promotions will be inaugurated in the schools with the entering kindergarten class and will be extended each year as the class advances. The plan will be in operation in 13 years.

► Beatrice, Neb. A new curriculum and system for graduation will become effective with the occupation of the new high school in September. Requirements for graduation will be changed from the present twelve credits to a system of 125 hours, of which a minimum of 100 hours must be in academic subjects. To graduate, a student must have one major of 30 hours and two minors of 20 hours each. Required courses include 20 hours of English, 10 hours of science, 20 hours of social science, 3 hours of physical education and health, and 2 hours of driver education.

► Radio Station WBGO of the Newark, N. J., board of education has won two awards at the Radio Institute held in Columbus in May. The programs for which the awards were given were the 8A quiz and the WBGO Story Hour. The Station conducts a late afternoon program, from 5 to 6:30 each day, which specializes in stories for children and dramatic programs for little children.

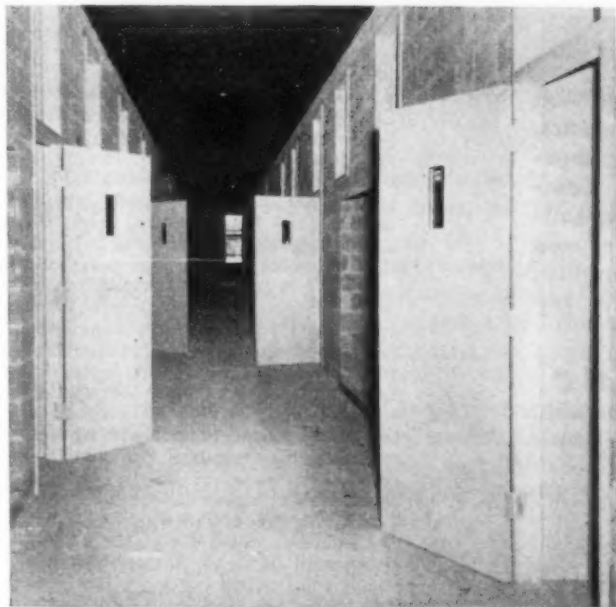
► Towson, Md. A committee of elementary principals, working under Arthur A. Dick, has been active in promoting a county-wide safety campaign for Baltimore county school children. Headed by B. Melvin Cole, of the Loch Haven elementary school, the committee includes six members, who are active in the operation of a safety program and in the consolidation of safety efforts in the county schools. Special awards for good safety efforts are a green pennant, to be exhibited on the school grounds, and pennant raising and lowering ceremonies conducted by police officials, civic leaders, and school officials for the benefit of the student body.

► An extensive adult education program is being successfully conducted at Ionia, Mich., under the supervision of Supt. A. A. Rather. Under the program nearly 300 adults and a few young people participate each night during the season in some type of educational endeavor in the junior-senior high school building. About 100 war veterans have been present each Monday evening to participate in on-the-job training involving five separate classes. A total of 35 local businessmen attended a retail conference, one of a series to aid businessmen in better methods of retailing. Girl scouts have been in attendance to take part in a program offered by the Girl Scout Council when 13 girls received the highest award. Twenty women have banded themselves to begin plans for a high school band. From affairs such as these stem the programs which bring about a more solid community relationship and a healthy progress in the community.

► Las Vegas, N. Mex. Beginning September 1, the junior and senior high schools will be combined to form a six-year school, as a means of solving a shortage of classroom space in the elementary schools. Supt. W. J. Robertson, in charge of the plan, explains that it is a temporary move and will be discontinued until a new junior high school, or an elementary school, can be built. Under the plan, the elementary schools will gain four classrooms, and the junior high school will have sufficient space to cut the size of present classes as well as to enrich the subject offerings by adding shopwork, home economics, and arts and crafts work.

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► The General Services Administration of the Federal Works Agency has announced a loan of \$20,700 for a one-story, 20-room school and auditorium, in Haddon Twp., N. J., to cost \$501,000; a loan of \$14,460 for a five-room addition, in Los Angeles County, Calif., to cost \$311,042; a loan of \$15,860 for a six-room addition to the Covina elementary school in Los Angeles County, Calif., to cost \$351,824; a loan of \$12,340 for an eight-room addition to the

Cameron School, Los Angeles County, to cost \$277,623; a loan of \$4,800 for a three-room addition to the Palmdale School, Los Angeles County, to cost \$114,950; a loan of \$27,320 for an 18-room school, Downey, Calif., to cost \$541,344; a loan of \$7,920 for a five-room school, in Los Angeles County, to cost \$190,626; a loan of \$20,140 for a 16-room elementary school, in Rivera, Calif., to cost \$360,670; a loan of \$32,360 for a 22-room school, in Los Angeles County, to cost \$579,289.

► Flint, Mich. The board of education will ask for \$7,600,000 to finance a library, an administration building, and five new schools, as well as improvements to existing buildings. The board will ask the voters to approve a bond issue and a special tax levy not to exceed 2.5 mills, for a period of 15 years, to finance the building pro-

gram. If the full 2.5 mills are levied each year, the full amount of the bond issue, including interest, will be raised in ten or eleven years.

► The board of education of Richmond, Ind., is completing the first step in a ten-year program. Plans are in progress for the dedication of the new Westview School, which contains ten classrooms, a kindergarten, a library, and an all-purpose room. Each classroom has drinking fountain, work space, storage facilities, bilateral lighting, bulletin-board space, movable furniture, locked storage, and central communication. Radiant heat is provided for the kindergarten and primary rooms.

► Brockton, Mass. The board of education has obtained the permission of the legislature to allow the borrowing of \$3,000,000 above the present debt limit for school construction purposes. A site has been purchased for a new junior high school, and a fund of \$40,000 has been obtained for redecorating the schoolrooms in all buildings. The steps were taken as the beginning of a city-wide program to bring the school plant up to date.

► Houston, Tex. The board of education plans to expend \$5,500,000 in bond funds for four new schools, additions to six existing buildings, and \$1,000,000 in equipment for old buildings. The largest building project is the Garden Villas Junior High School, to cost \$1,500,000.

► Chanute, Kans. The voters have approved an \$850,000 bond issue for new school construction. Plans call for the erection of a 10-room building to replace the Cross School, and a 16-room building to replace the Murray Hill School.

► The Worcester, Mass., City Council has approved \$50,000 for having plans drawn for a junior high school at Rockwood field and an elementary school on Home Farm land. The Law Department rules selection of the architect is up to the city manager but the school committee must approve the plans.

► Newark, N. J. The new Dayton Street School will be completed and occupied in September. The plans for the building which were developed by the teaching and supervisory staffs under the direction of Supt. John S. Herron, provide for a community building. Planned to accommodate 1200 pupils, the building will cost \$2,250,000.

► The State Department of Education of Maryland has announced that by next January 1, 1951, the state school building program will have reached a total of \$100,409,466 in a four-year period. This includes 125 new buildings and 155 additions to present structures, which will be finished or under way by the end of the year 1950. Buildings already completed have cost \$32,887,526. Those under construction will be completed at a cost of \$30,297,820.

► Dayton, Ohio. The board of education has employed the Industrial Appraisal Company, of New York, to survey all the school property to establish an evaluation for insurance coverage. The survey will cost \$390.

► Millbury, Mass. The public schools have been given until 1952 to borrow \$300,000 for new school construction, under a law passed by the state legislature.

SCHOOL-BUSINESS OFFICIALS WILL MEET IN CHICAGO

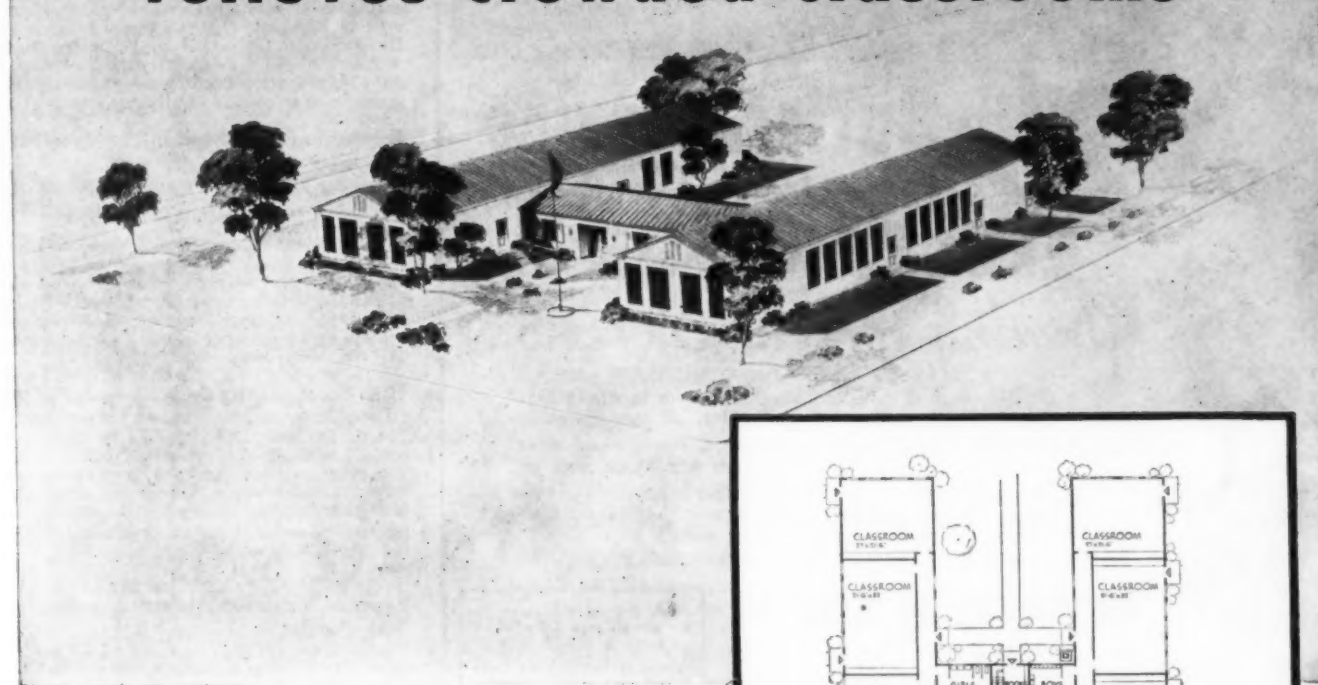
The Association of School Business Officials will hold its annual meeting at the Hotel Sherman, Chicago, September 25 to 28. Its 1300 members are from 43 of the states, Canada, and Hawaii.

There will be 95 exhibit booths presenting such items as instructional supplies, custodial supplies, building materials, and business equipment.

Many school superintendents who handle the business administration of their school systems are members of this association and not only attend the meetings but take part in the program. Some detailed information regarding the program will be given in a later issue of this magazine.

Francis R. Scherer of Rochester, N. Y., is president of the Association; Thomas W. Clift of Atlanta, Ga., is vice-president; and Harley W. Anderson of Kalamazoo, Mich., is secretary-treasurer.

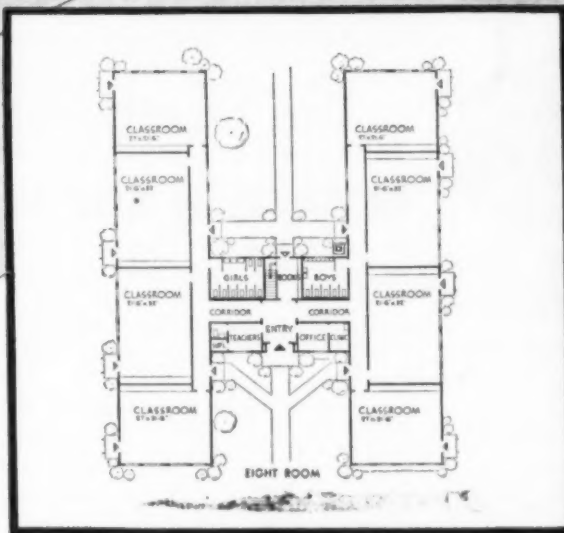
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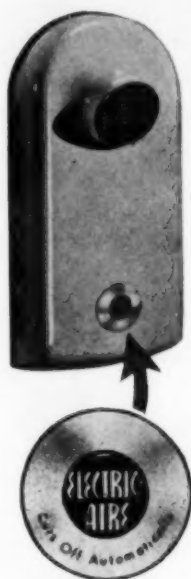
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The heating and ventilating engineers of the United States have two professional policies which raise the respect of the layman who uses their services. Through the apparatus they advocate, they have sought to provide optimum conditions of human comfort with a minimum expenditure for original outlay and operation. In other words they have held to a sound economic basis for the health and comfort values provided by the heating, cooling, ventilating, and other air conditioning apparatus

they sell. Secondly, they have made known to their entire group the results of research, of invention, of practical experience in the field. The "Heating, Ventilating and Air Conditioning Guide" is quite rightly the bible of engineers and practical men in the field because it enables all concerned to have the newest professional and technical information made available by scientific institutions, manufacturers, and individual inventors. The 1950 edition of the Guide has been rearranged to bring together more closely related information and to attract attention to new findings and better engineering methods. There are many new data on air contaminants, flue and duct design, ratings of boilers, heat losses in basementless buildings, chimney draft, new codes, revised tables of data, etc. The book is a valuable reference for school-business executives and their maintenance chiefs.

Yearbook of School Law, 1950

By Lee O. Garber. Paper, 88 pp., \$2. Published by the Author at the University of Pennsylvania, Philadelphia, Pa.

This book continues the digests of school law decisions, begun by M. M. Chambers in 1933, and pro-

vides a summary of the leading cases passed upon by the courts in 1949. The chapter heads follow the familiar divisions used in the National Reporter System. The book lacks a list of titles. It is also lacking in the attitude of partisanship which is reflected in other partial digests.

Opinions of the Court of Appeals of Maryland

Paper, 15 pp. Reprinted from the Daily Record, February 21, 1950.

Contains the court's opinions in the subversive teachers' cases of Hall Hammond, attorney general of the State of Maryland vs. H. Carrington Lancaster, and Hall Hammond, attorney general vs. Philip Frankfield.

The court held that the Maryland Subversive Activities Act of 1949 is constitutional and persons found guilty may be punished as provided by the law.

Expenditures Per Pupil in City Schools, 1948-49

Compiled by Lester B. Herlihy. Paper, 43 pp. Circular No. 271, May, 1950. Published by the U. S. Office of Education, Washington, D. C.

The circular continues the series of annual studies which the Office of Education has made since 1918. It contains data for the total elementary-secondary school period, and in addition, data are presented for these levels separately. Included are the annual current expenditures per pupil, and the percentage analysis of the six major accounts for 241 city school systems in 1948-49.

High Spots in State School Legislation, 1949

Compiled by the NEA Research Division. Paper, 98 pp. Bulletin for April, 1950. Published by the National Education Association, Washington 6, D. C.

A report on school legislation, arranged by alphabetical listing of states within each subject classification. Five major classifications are used: (1) school finance, (2) teacher personnel, (3) pupil personnel, (4) administration, and (5) miscellaneous. There is an index arranged by states.

Types of Recreation Managing Authorities by Population Groups

Paper, 4 pp., 50 cents. National Recreation Association, 315 Fourth Ave., New York 10, N. Y.

A report on the number of managing authorities for public recreation in cities of the United States, as reported for the 1949 yearbook of Recreation. It is noted that nearly two fifths of the total of 1857 communities, or 719, employ full-time recreation leadership. In the 1460 municipal departments, two fifths, or 39.8 per cent have full-time leadership. County, metropolitan district, and private managing authorities, which number 397, employ full-time leadership the year around.

School Expense Compared With Combined City and School Expense, 1947-48

Compiled by the Research Division. Paper, 5 pp., 50 cents. American Association of School Administrators, 1201 Sixteenth St., Washington 6, D. C.

A report of a study of school expense in 41 cities, arranged in four groups ranging from 100,000 to 1,000,000 in population. The per capita cost of schools based on the grand total of expenditures for all the cities increased \$8 per capita of population between 1943 and 1948, but the per cent that school expense is of total city expense decreased somewhat, from 32.8 to 31.3 per cent.

Food for Fifty

By Sina Faye Fowler and Bessie Brooks West. Cloth, viii-444 pp., \$4.50. John Wiley & Sons, New York, N. Y.

This is the third edition, extensively revised, of a book that has been used widely as a basic tool by institutional chefs and by teachers in advanced classes of occupational cookery. The new materials recognize the greatly increased use of frozen foods, the wide effort to improve the noon luncheon as a meal, and the very natural desire of the authors to share new recipes and new ideas for making institutional meals more "homey." The book has endless reference materials and menu suggestions.

Federal Aid to Education

By L. M. Gould. Paper, 14 pp. Published by Carleton College, Northfield, Minn.

There seems to be a great lack of objectivity in the studies made by protagonists of federal aid. The present report contains an outline of a study made by Dr. Gould who makes the point that it is not true that federal aid is the only or the best method by which support of education can be brought about. He emphasizes that a federally controlled system of education would be the final irreversible step into a complete bureaucratic state. It would provide the means for the restriction of our liberties and the strangulation of freedom.

WAPAKONETA ELEMENTARY SCHOOL

(Concluded from page 38)

razzo floors, ceramic-tile walls, and plaster ceilings.

The school kitchen measures 18 by 24 feet and is well equipped with an electric range, a dishwasher, sinks, counter, etc. The dining room is next to the kitchen and will seat 120 pupils. The school feeds on the average about 325 pupils per day at three different times on a schedule of one-half hour each. The children pay twenty cents for the lunch. The cafeteria rooms are located south of and adjacent to the auditorium and can be used to set up larger dinners in the gymnasium.

The health clinic has rooms for beds for sick children, an examination room for testing sight, hearing, etc., a room equipped with dental chair, scales, and a first-aid cabinet.

The classrooms are ventilated by means of unit ventilators, plus convector radiators. Low-pressure steam is provided by a steel oil-fired boiler.

The corridors have terrazzo floors at the entrances and asphalt tile on the remainder of the floors. The walls are green-mottled ceramic-tile block, with plaster above the lockers. The ceilings are acoustical plaster.

The natural light is supplemented on dark days by fluorescent lighting in the classrooms and offices, indirect incandescent lighting in the kindergarten and cafeteria; enclosed direct incandescent fixtures in the corridors, kitchen, etc.; recessed lamps in the gymnasium.

The educational planning was directed by Supt. Irvin L. Conrad. The architectural firm of Lyman T. Strong & Sons, of Lima, drew the plans and specifications. John A. Johnson & Sons, Columbus, were general contractors.

The cost of the building was \$550,000.

SUPT. HUNT RETIRES

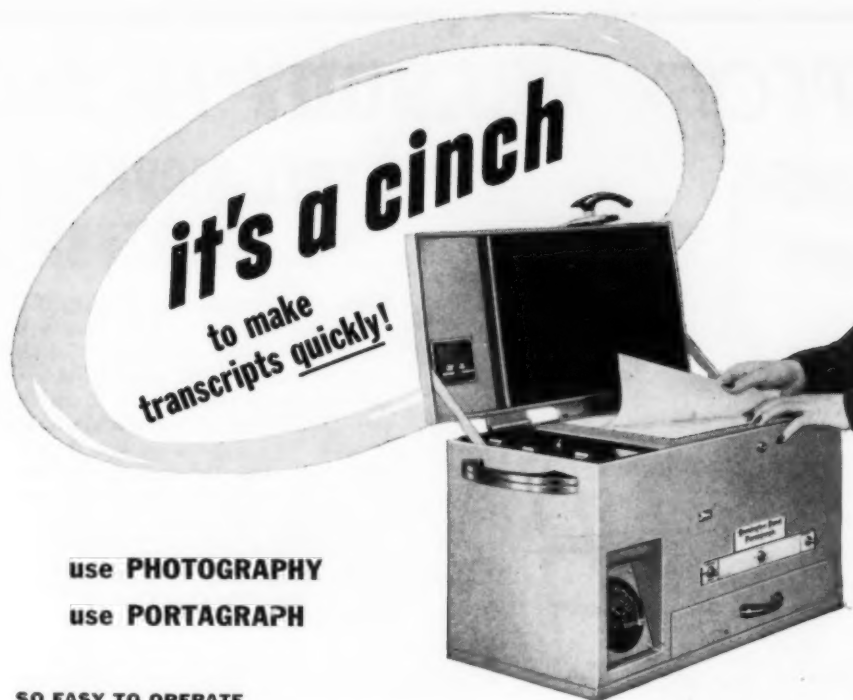
The active career of the city superintendent of schools of Portsmouth, Va., came to an end July 1, 1950, when Supt. Harry A. Hunt retired from the office he had held since 1909.

Mr. Hunt began his professional work as instructor at William and Mary College in 1899. He was successively principal of the high schools in Churchland, Va., 1901-02; Port Norfolk, 1902-03; Churchland, 1903-05; and 1906-09. He received his bachelor's degree from William and Mary College in 1907, did graduate work in education at Virginia, Johns Hopkins, and Columbia. His service as superintendent of the Portsmouth schools from 1909 to the present is without a recorded equal in southern seaboard cities. During his long career he was responsible for endless changes and improvements in the schools, school building programs, etc. He was a leader in the professional associations in his state and a frequent speaker at conventions. The school board of Portsmouth and the teachers' organizations extended expressions of thanks and appreciation and good wishes for the years of his retirement.

DR. WILLEY TO WINNETKA

Dr. Gilbert S. Willey, superintendent of schools at Lincoln, Neb., has resigned to take over the superintendency at Winnetka, wealthy Chicago suburb.

Dr. Willey headed the Lincoln schools for the past three years, and had just been given a renewal of his contract. At Winnetka, he will have charge of a school system employing 90 teachers and serving 1500 children.



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PERSONAL NEWS OF SCHOOL OFFICIALS

► GEORGE ALEXANDER, of Cyril, Okla., has accepted the superintendency at Cooperton.

► H. A. BROWN, of Italy, Tex., has accepted the principalship of the junior high school at Pleasant Grove.

► G. H. DUNAGAN has succeeded H. A. Brown as superintendent at Italy, Tex.

► JOHN COVENTON, of White Oak, Okla., has become superintendent at Big Cabin.

► SUPT. E. C. SPRAGUE, of Pawhuska, Okla., has been re-elected for another year.

► SUPT. M. Z. ALBERS, of Eldora, Iowa, has been re-elected, with an increase of \$150 in salary.

► SUPT. C. J. SULLIVAN, of L'Anse, Mich., has been re-elected for another three-year term.

► SUPT. MARVIN T. NODLAND, of Sioux City, Iowa, has been re-elected for a second three-year term. His new contract provides for a salary of \$14,000 on July 1, 1951, and \$15,000 on July 1, 1952.

► VANCE SWINBURN, of Tulia, Tex., has been elected president of the Panhandle Association of School Ad-

ministrators of Texas. He succeeds J. W. Dillard, of Borger.

► ANDREW ROBINSON, 29, a Negro, has resigned from the Middlebury, Vt., high school faculty because he believes school board members object to his race. Robinson denies claims of high school officials that he is resigning "to look for another job." He has been a high school teacher in Middlebury since 1948. Ralph W. Goodrich, superintendent of schools, says that as far back as January, Robinson indicated he was leaving and his contract was not renewed for that reason. He said Robinson was a good teacher in every way.

► Worcester, Mass. The School Committee has elected Leo T. Doherty, art director in the public schools, to the office of third assistant superintendent in charge of the school plant. Doherty, on leave as art director since last year, has been chief school plant specialist for the Massachusetts School Building Assistance Commission, a subdivision of the Massachusetts Department of Education.

► HORACE D. LOVE, of Cannelton, Ind., has accepted the superintendency at Scottsburg, where he succeeds W. L. Craig.

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Folding Chair

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A MICROFILMING PROGRAM

(Concluded from page 26)

The cost per completed image on film is about one fifth of a cent, which includes operator's salary and film costs. It is estimated that the total backlog of retired records will be placed on film in about 18 months and will cost, including the equipment purchased, about \$11,000. However, this expenditure represents a saving of almost \$4,000 above what modern filing equipment would cost to house these records, and the floor space saved for other purposes represents a much larger saving. Total future savings in

filing equipment which need not be purchased and in time saved by personnel in searching for records are difficult to estimate.

Since the accumulation of the records of half a century placed on film will occupy under 20 square feet of floor space, it is not anticipated that a growing number of films will become a space problem — at least not for several centuries! Needed space for personnel has indeed been found and the new procedure for "keeping" records is economical, clean, and dependable with resultant savings in storage space, time, and money.

BETTER LIGHTING

(Concluded from page 28)

The safest estimate in specific terms is probably the mean between the minimum of a quarter of a century ago and that advocated lately by the Society of Illuminating Engineers. Moreover, the program in subject having high lighting needs should alternate with those whose light needs are relatively low.

Ten to 20 foot-lamberts may be furnished for such subjects as sewing, mechanical drawing, laboratory science, basketball, shorthand, typing, and book-keeping. Half as much is ordinarily right for music, play, industrial arts, freehand drawing, spelling, handwriting, elementary science, and social science. With excellent facilities for providing artificial lighting and for regulating natural lighting, north light may be dispensed with as a requirement.

PLANNING AN ELEMENTARY SCHOOL

(Concluded from page 32)

amount of grading required for a one-story school. A comparison of a one-story and partial two-story school showed 6 per cent smaller cubage in the one-story type. It should also be remembered that the preferred classroom type is possible only in a one-story plan.

In the third part of this article, to appear in August, the final plans, perspectives, and the construction of the New Canaan Elementary School will be presented.

SCHOOL BUILDING CONSTRUCTION

During the month of May, 1950, contracts were let, in 37 states east of the Rocky Mountains, for 590 school and college buildings. Dodge reported that these buildings represent a contract value of \$91,351,000.

During the month of May, 1950, contracts were let for 28 school buildings, in 11 states west of the Rocky Mountains, at a total cost of \$11,347,500. The largest contracts were in California, \$5,950,000; Montana, \$1,278,000; and Utah, \$1,660,000.

CONSTRUCTION COSTS

The American Appraisal Company Construction Cost Index has increased two points to 488 as between February and May, 1950. This reverse of the drops in December and January are due to higher lumber prices and labor rates.

SCHOOL BUILDERS HOLD CONFERENCE AT IOWA CITY

School board members, school administrators, architects, and construction experts met at the University of Iowa, in Iowa City, June 26-28, for a conference on school building planning.

Five two-day short courses constituted a special feature of the conference, and consisted of lectures, discussions, and analysis of typical building problems. The short courses covered a master plan, an elementary school building plant, planning of a 12-grade consolidated school, and renovation and expansion of old buildings.

Out of state speakers were Wilfred E. Clapp, of Lansing, Mich.; Paul W. Seagers, Indiana University, Bloomington; K. E. Broady, University of Nebraska, Lincoln; Dr. N. E. Viles, Washington, D. C.; Lawrence B. Perkins, Chicago; and C. T. Larson, Ann Arbor, Mich.

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New Supplies and Equipment

DUDLEY LOCK ANNOUNCES NEW MASTER-KEYED LOCK

A new master-keyed, built-in lock, No. S-540, has been announced by the Dudley Lock Corporation for use on lockers, cabinets, etc. The S-540 lock has a special reset key, in addition to a master key. The locking cylinder and the master key are patented and the master key cannot be duplicated on commercial, key-making machines.



Dudley Locker Lock.

The S-540 is self-locking. When the door is closed, the dial spins away from the last combination number, and the tumbler is disarranged. The door can be opened only by redialing. The cylinder is of advanced pin tumbler design, in a die-cast case. The lock is available for right or left-hand doors and the satin finish escutcheon plate fits all lockers piercings.

Complete information is available from the Dudley Lock Corporation, 570 West Monroe St., Chicago 6, Ill.

For brief reference use ASBJ—0701.

NEW SCHIEBER IN-WALL FOLDING TABLES AND BENCHES

The Schieber Mfg. Company has issued its new Catalog No. 50, illustrating and describing its complete line of In-wall folding tables and benches.

The Schieber In-wall tables insure the multiple use of school space and are adaptable for various school uses. They are adapted for lunchroom and gymnasium use, as well as for auditorium space. It has been shown that three square feet of floor space for each student can be saved through the use of these tables.

For complete information write to the Schieber Mfg. Company, 12720 Burt Road, Detroit 23, Mich.

For brief reference use ASBJ—0702.

CO-ORDINATED CLASSROOM CITED

The American Institute of Architects and the Producers' Council, Inc., have co-operated in awarding a certificate of merit to the American Seating Co., for its pamphlet, The Co-ordinated Classroom, prepared and issued by Dr. Darell Boyd Harmon, educational consultant of Austin, Tex.

The Harmon booklet places emphasis on the problem of better classroom use rather than products. It deals with the co-ordination of all elements in a classroom for better seeing and working conditions.

Copies are available from The American Seating Co., Grand Rapids, Mich., or F. W. Wakefield Brass Co., Vermilion, Ohio.

For brief reference use ASBJ—0703.

(Continued on page 70)

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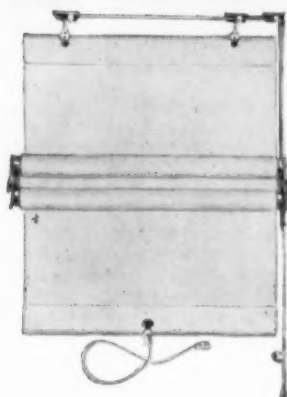
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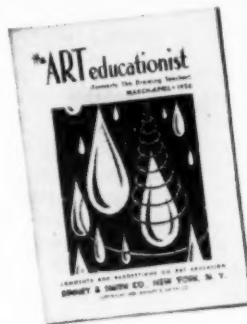


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NEW SUPPLIES AND EQUIPMENT

FRANK E. COMPTON PASSES

Frank E. Compton, the respected founder and head of the F. E. Compton Company, Chicago, Ill., passed away at LaJolla, Calif., on Saturday, May 13.

One of ten children, Frank Compton was born in Wisconsin Rapids, Wis., on August 7, 1874. After graduation from high school, he became a salesman. In 1894 he began work as a salesman for the Student's Encyclopedia, working with Chandler Beach, the publisher. He earned enough money to pay his tuition at the University of Wisconsin, and throughout his years in college he sold the Encyclopedia during vacation periods.

In 1898 he went to New York as eastern sales manager for Mr. Beach. In 1905 he returned to Chicago to become national sales manager of the Student's Encyclopedia. In 1907 he bought the sales rights and in 1912 he incorporated the business under the name of F. E. Compton & Company. In 1922, Compton and his associates launched the new Compton's Pictured Encyclopedia.

Mr. Compton is survived by his widow, Gloria, and four children.

Funeral services were held in Glencoe, Ill., the suburb in which he had lived for more than forty years.

ISSUE CATALOG OF MAPS AND GLOBES

The Weber Costello Company has issued a 35-page catalog, illustrating and describing its maps and globes for schools. The catalog lists the complete line of the firm, including reference globes, political-physical maps, life and latitude charts, contour globes and maps, American history maps, world history maps, and a variety of state maps for classroom use.

A copy of the catalog is available by writing to Weber Costello Company, Chicago Heights, Ill.

For brief reference use ASBJ-0704.

NELSON EXPLAINS ENGINEERING VALUES

A new booklet entitled, "37 Points of Engineering and Functional Superiority," describing the advantages of the Herman Nelson system of school ventilation, has been issued by the firm for the help of school officials and architects.

This fact-filled brochure portrays the many superior mechanical features of this system of heating and ventilating of classrooms with a series of line-art illustrations.

A copy of the booklet is available by writing to the Sales Promotion Department, Herman Nelson Division, American Air Filter Company, Inc., Moline, Ill.

For brief reference use ASBJ-0705.

ANNOUNCE NEW COLORED CHALK

The American Crayon Company has added to its line of art materials an improved colored chalk called "Hyga-Color," which is effective for class presentation and erases as easily as high grade white chalk.

This new colored chalk is dustless, is made in large sticks $3\frac{3}{4}$ by $\frac{7}{16}$ in size, and comes in colors which are soft and strong, and entirely fitted to chalkboard use.

For further information write to the American Crayon Company, Sandusky, Ohio.

For brief reference use ASBJ-0706.

WAYNE ROLLING GYMSTAND

Rolling gymstands for indoor use of schools are described in a new catalog issued by Wayne Iron Works, Wayne, Pa. The catalog which consists of two sections, describes Wayne standard,

or fixed rolling gymstands and Wayne movable rolling gymstands, which can be moved from place to place on any floor level. Numerous photographs and drawings illustrate the design and construction and show the several types of arrangements.

Complete specifications are included for both types of gymstands and a drawing of a typical gymnasium arrangement is provided to assist school officials in planning indoor seating facilities.

A copy of the booklet will be sent to any school official who addresses the Wayne Iron Works, Wayne, Pa.

For brief reference use ASBJ-0707.

EXPLAINS GLASS BLOCK LIGHTING

A new booklet, offering a simple explanation of light-directing glass block for school classrooms, has been issued by the Insulux Division of the American Structural Products Company.

The 24-page booklet entitled, "Better Light For Our Children," is intended for architects and school authorities who are responsible for the planning of school buildings. Concisely written



and well illustrated, the booklet converts technical lighting principles into easy-to-understand terms. Health advantages are dramatically outlined. The book offers a simple test to illustrate how good seeing conditions are achieved by the elimination of high and low lighting contrasts.

A copy of the booklet is obtainable by writing to the Sales Promotion Department, American Structural Products Co., Ohio Bldg., Toledo, Ohio.

For brief reference use ASBJ-0708.

ANNOUNCE FLEXOPRINT SYSTEM

A new system for high-speed, low-cost production of printed list and directory materials has been announced by Remington Rand, Inc. The "Flexoprint" system eliminates metal typesetting, and allows copy to be "set" by office typists.

Listings are typed on the margins of die-cut cards, which are attached to metal panels so that only the typed, overlapping margin of each card is visible. At publication, the panels, each representing a page, are locked and reproduced by photolithography and offset printing or by photoengraving and letterpress. Any typewriter equipped with a carbon ribbon and a card

holder may be used, but electric typewriters are preferred because of the even-type impressions they afford. The list may be changed simply by adding or removing cards and there is no necessity to risk disfiguring the reproduction by patching typewritten pages.

The firm offers to send a 24-page booklet explaining the Flexoprint system to anyone who will address the Remington Rand Office at 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ-0709.

ANNOUNCE FILM STRIP ON LUMBER

The West Coast Lumberman's Association, Portland, Ore., has announced a 66-frame, black-and-white film strip entitled, "The Story of West Coast Lumber," which gives a birds-eye view of the Douglas Fir region of Western Washington, Western Oregon, and Northern California from tree farms to homes. It was produced by the Society for Visual Education and is being distributed through them without charge to teachers and school officials. A descriptive booklet on the film strip is available.

The Association also distributed a 16mm. sound-color film entitled, "Lumber for Homes," which features lumber manufacturing and home building. The picture has proved popular with schools and educational institutions and the public in general.

The films are available from West Coast Lumbermen's Association, Portland 5, Ore.

For brief reference use ASBJ-0710.

UNDERWOOD VISIBLE INDEX CARD

The Underwood Corporation has announced a new visible index card, designed to enable speedy and accurate handling of cards for visible index systems requiring typing on the extreme bottom of the card.

The new card can be easily attached or removed by the operator. No tools are necessary. The feature has two adjustable card aligners, each with two aligning-position stops, permitting instant and accurate horizontal aligning for two index lines at the bottom of the card. Guides are readily adjustable to the width of various cards and clamps hold the cards in position. The feature permits use of cards up to a height of 8 inches and a maximum width of $13\frac{1}{4}$ inches.

Complete information is available from the Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ-0711.

NEW TYPEWRITER RIBBON

A new typewriter ribbon, designed to offer better service, has been announced by the Underwood Corporation. Known as the Silver Box Manifold Thin Silk Ribbon, it consists of a fine silk fabric, with an improved ink formula. The fabric, which is .003 of an inch thick, produces sharp impressions, and its 18 yards of ribbon makes changing necessary only half as often. It also insures legibility of carbon copies.

For complete information write to the Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ-0712.

"REVERE" ECONOMY FILE CABINETS

Remington Rand, Inc., has announced a new line of low-priced economy file cabinets. The new files designed especially for filing operations in which economy is a factor, contain many of the advantages of durability and fine craftsmanship found in the former "Aristocrat" cabinets.

Available in three-, four-, and five-drawer cabinets, with letter or legal-sized drawers, the files are extremely flexible, and are suitable to accommodate variously sized cards, documents, and miscellaneous material. The files can be readily equipped with special devices such as Flexi-File, a unique system of linen "hammocks" which prevent filed papers from slumping.

A copy of the booklet, LBV-538, may be obtained by writing to Remington Rand, Inc., at 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ-0713.